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AUTHOR Wenner, Jackie; McKay, Penny
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ABSTRACT

The report details the results of a 2-year followup study of immigrant students in South Australia high schools. The students (n=91) had all been participants in a New Arrivals transitional program, then scattered in different high schools. The study focused on the status, 2 years later, of students leaving the New Arrivals program in the second half of 1983, factors affecting students' decisions to be where they were, problems and concerns of the students after entering high school, the workforce, or non-employment, their perceptions of their progress in high school or the workforce, student aspirations, and academic performance in comparison to the average. The report details the study's methodology and summarizes findings in these areas: secondary school retention rate; age-related issues; student movement between high schools; financial support; use of school counseling services; use of bilingual school assistants to serve this population; student peer and teacher peer relationships; students choice of courses, including first-language study; student aspirations; aspects of English-as-a-Second-Language instruction; implications for the New Arrivals program; and issues related to the education of girls. The student and teacher questionnaires used in the study are appended, and an 18-item annotated bibliography is included. (MSE)

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TWO YEARS LATER

● A study of the educational experiences of former New Arrivals Programme students in South Australia.

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PARTICIPATION AND EQUITY PROGRAMME
FIRST PHASE LANGUAGE LEARNERS PROJECT 1985

TWO YEARS LATER

A study of the educational experiences of former New Arrivals Programme Students in South Australia.

Jackie Wenner

Penny McKay

A Participation and Equity Program, First Phase Language Learners Project, Adelaide, 1986.

FOREWORD

The peak years of the refugee intake in the early eighties caught most government agencies unawares, and those of us who were teaching in the most heavily affected schools remember only too vividly the frantic efforts to find accommodation, resources, staffing and a curriculum that would match the needs of a hitherto unknown student group. A high proportion lacked the basic of numeracy and literacy in their first language; many were traumatized by their experience of war and the refugee camps, grieving for lost family and a lost country. All were bewildered and painfully trying to make sense of this new society, carrying the firm conviction that education is the key to survival; and we watched them floundering in mainstream schools, despite a desperate will to succeed and in spite of the best intentions and efforts of concerned teachers.

As Language Centres were expanded and Literacy Units were developed to meet the challenge, we tried to find out how other states and other countries were dealing with the problems of curriculum and found that there was little on which we could draw for comparison purposes. As innovators we had to be our own consultants! Conscious that our contact with students was limited, and that how well they coped in schools depended heavily on our contribution, we found it disconcerting and stressful to work with little information as to our effectiveness. However, the pressure of work in the New Arrivals facilities made the task of collecting systematic feedback very difficult and left us relying on "gut feel" as to how best to proceed.

It is therefore with great satisfaction that I saw this report conceived and born. In welcoming it into the world, I wish to pay tribute to its authors, both of whom have been involved with the Programme for some time, and have demonstrated herein an informed appreciation of the issues confronting those who have worked in it as teachers or as students. The thoroughness of their research and the amount of ground to be covered in the three or so months available to them demanded substantial amounts of personal time and midnight oil.

The report meets the need for information in a number of ways : a number of carefully selected dimensions of analysis provide useful specific recommendations, while the report as a whole provides data for further analysis. The case studies provide graphic vignettes of the real people behind the figures and are a reminder of the uniqueness of each person's experiences.

This report will be an indispensable working tool for those engaged in the provision of intensive English language and the associated services, and serves to remind us that learning in school cannot be divorced from issues of counselling, career paths, income support, further education, gender disadvantage and other related fields. It is my hope that it will be read and used by those in all of these areas, and that both the report and its authors will receive the recognition they deserve.

Christopher Simpson

Christopher Simpson
SUPERVISOR,
NEW ARRIVALS PROGRAMME

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GLOSSARY

ADULT MIGRANT EDUCATION SERVICE (A.M.E.S.) - conducts English courses for adults.

BILINGUAL SCHOOL ASSISTANTS (B.S.A.) - employed in schools by S.A. Education Department to translate, interpret and assist teachers of non-English speaking students.

DETACHED MINOR - Refugees who are under 18, have been settled in Australia without their immediate family but with a member or members of their extended family.

ENGLISH AS A SECOND LANGUAGE (E.S.L.) - used to describe students who are learning English, their teachers and teaching programmes.

ETHNICITY - the cultural background of an individual.

FIRST PHASE LANGUAGE LEARNERS - students who have not yet attained basic fluency in English.

GENERAL SUPPORT - Used to describe the programme and the E.S.L. teachers providing E.S.L. support in primary schools and high schools.

LANGUAGE CENTRE - provides intensive English instruction and some teaching in other curriculum areas to prepare secondary-aged students, who have had a normal amount of schooling in their country of origin, for high school. Courses usually run for 6 months.

LITERACY UNIT - provides intensive instruction in English, Maths, Science and Social Studies to prepare secondary-aged students, who have had severely disrupted schooling in their country of origin, for high school. Courses run from 1-2 years.

MAINSTREAM - used to describe classes and teachers in high school subject classes (other than E.S.L.)

NEW ARRIVALS PROGRAMME (N.A.P.) - Administrative section of the S.A. Education Department which co-ordinates the provision of education for school age students of non-English speaking background who have just arrived in Australia.

PARTICIPATION & EQUITY PROGRAM (P.E.P.) - a Commonwealth program which funds projects designed "to help more young people complete a full secondary education or its equivalent and to ensure more equitable outcomes of education", (Canberra, 1985).

PUBLICLY EXAMINED SUBJECTS (P.E.S.) - subjects studied in Year 12 which are examined state-wide.

SOUTH AUSTRALIAN INSTITUTE OF TECHNOLOGY LANGUAGE CENTRE (S.A.I.T. Language Centre) - funded by Adult Migrant Education Programme to teach English to adult migrants, especially but not only those who hope to go on to Tertiary Study.

SECOND PHASE LEARNER - a student who is born in a non-English speaking country and who has been in Australia for five years or over, or a student who was born in Australia of non-English speaking parents and who may speak another language at home.

STUDENT - in this report the word student has been used to include all participants in the study, though some of these had left school.

TECHNICAL & FURTHER EDUCATION (T.A.F.E.) - government department which administers non-tertiary, post high school education programmes.

UNATTACHED MINORS - refugees who are under 18, have been settled in Australia in special programmes and have no family in Australia.

SUMMARY of RECOMMENDATIONS

RECOMMENDATION 1 : That schools develop or adapt non-academically based Transition Programmes suitable for first phase language learners.

RECOMMENDATION 2 : That T.A.F.E. continues to work towards the provision of adult matriculation courses meeting the special needs of older first phase language learners.

RECOMMENDATION 3 : That high schools adapt programmes and rules to better meet the needs of older first phase language learners.

RECOMMENDATION 4 : That a "central clearing house" be set up at the Languages and Multicultural Education Centre, where a register is kept of student moving between schools. When a school is aware that a student is about to leave or has left the school, a teacher or counsellor should inform the clearing house immediately on receiving an application for enrolment. In this way, immediate contact is established between the two schools.

RECOMMENDATION 5 : That, to achieve the aims of participation and equity in schools, financial assistance be made available to all refugees or immigrants who are undertaking courses of study at high school and who are over the age of compulsion, regardless of their year level.

RECOMMENDATION 6 : That student counsellors and E.S.L. teachers work towards improved liaison in order to meet the needs of first phase language learners in schools.

RECOMMENDATION 7 : That the New Arrivals Programme provide bilingual support for students at high schools when N.A.P. students first transfer from language centres and literacy units.

RECOMMENDATION 8 : That the terms of employment of Bilingual School Assistants be reviewed.

RECOMMENDATION 9 : That schools consider employing general ancillary staff who are bilingual if Bilingual School Assistant help is not available.

RECOMMENDATION 10 : That accessible information and advice on study, career and work options continue to be made more available to first phase language learners and their parents.

RECOMMENDATION 11 : That T.A.F.E. colleges expand initiatives to make T.A.F.E. courses a more viable option for first phase language learners.

RECOMMENDATION 12 : That appropriate in-service be provided for teachers, in the teaching of oral skills in particular. Time needs to be made available for some E.S.L. teachers to develop specialist skills in this areas, and for them to pass this information on to their colleagues.

RECOMMENDATION 13 : That in-service be provided for subject teachers to increase their awareness of the specific language difficulties of first phase language learners, and to give subject teachers strategies for dealing with these in their subject area.

RECOMMENDATION 14 : That, when selecting basic texts, schools aim to avoid books with unnecessarily complex language.

INTRODUCTION

INTRODUCTION

In the past there has been much concern, particularly amongst teachers in the New Arrivals Programme, as to how students from the New Arrivals Programme fare once they leave the intensive, specialised learning environment to enter high school. Because New Arrivals Programme teachers have full responsibility for a new class as soon as one group of students leaves, and because the students are scattered in high schools throughout the metropolitan area, it has been impossible for New Arrivals Programme teachers to make any systematic follow-up of students. Likewise, E.S.L. teachers in high schools have responsibility for large numbers of students and are unable to provide systematic feedback on individual students to the New Arrivals Programme.

Frustration at this lack of systematised communication, and the need for some feedback to assist teachers in evaluating and planning educational programmes for these students led to the submission for the funding of this research project. The research was concerned with the level and quality of participation of students newly arrived to South Australia in the South Australian schooling system, and thus fell into the guidelines of the Participation and Equity Program (P.E.P.). The submission was made by members of the P.E.P. First Phase Language Learners Management Committee and this group served as a reference group for the two teachers who were seconded by the S.A. Education Department to do the research.

The major aim of the Project was to gather information and make it accessible, particularly to teachers and educational administrators. It was hoped that the educational experience of a particular group of students (secondary school age new arrivals) would be made more visible so that language centres, literacy units and High Schools would be in a better informed position when trying to meet the needs of these students. Focus questions asked in the research were:

(1) What is the present situation of students who left the New Arrivals Programme during the second half of 1983?

(2) What are the factors affecting students' decisions to be where they are now?

(3) What are the problems and concerns of New Arrivals Programme students once they enter high school, the workforce, or non-employment?

(4) How do students perceive their progress at high school, or in the workforce?

(5) What are the aspirations of students?

(6) At what level are New Arrivals Programme students performing in high school classes compared with average students in their year level?

The sample included 258 students who graduated from language centres and literacy units in the latter half of 1983. 91 of these students were given a questionnaire. Clearly this was not a large scale study which could produce results and statistics for valid generalisation. However, the sample did include all students who graduated from the language centres and literacy units at that time and all but 8 of the students who remained in Adelaide were traced and gave information regarding their current occupations. This makes the study a valuable documentation of the South Australian situation for the teachers working with these students, the intended aim of the research. Other reports and publications which examine similar or related issues have been listed in the bibliography.

The results which have been documented in this report focus mainly on the students' own view of their educational experience, with a small section dealing with teachers' perceptions. A comparison between student and teacher perceptions was made.

At the outset of the research it was also planned to interview a sample of parents but time constraints prevented this from occurring. Some informal discussion occurred with parents throughout the research process and where appropriate comments from parents are referred to. It is unfortunate that a better balance between student, parent and teacher perceptions could not have been achieved, as this could have created a more accurate picture of the students' experiences.

Hopefully the information arising from this research project will provide some new insights, confirm some speculations, weigh against others, but ultimately help stimulate educators into refining and improving the educational provisions for secondary school age new arrivals.

METHODOLOGY

METHODOLOGY

The major aim of the study was to investigate the experiences of newly arrived students (*) once they left the language centre or literacy unit. It was decided to take all students who had left a language centre or literacy unit in the latter half of 1983 as the initial sample. This decision was based on three main factors:

(1) These students would have had at least two years experience outside of the New Arrivals Programme and therefore it would be possible to discuss with them the direction their life in Australia seemed to be taking.

(2) It would be feasible to trace these students from language centre and literacy unit records.

(3) The number of students in this sample was manageable, given the time constraints of the project.

Exit lists were obtained from each of the five language centres and literacy units, resulting in a sample of 258.

In order to collect data which covered a large sample but also yielded more detailed information the research project was divided into three sections.

STAGE ONE : Main Sample

In the first stage information covering age, country of origin, ethnicity, date of birth, preferred language, and language centre/literacy unit attended was collected for all the subjects in our sample. This was generally obtained from the language centre/literacy unit records.

The researchers then attempted to establish what each student in the sample had done since leaving the language centre/literacy unit, finally arriving at their current occupation. This was a lengthy process and demanded a lot of patience and ingenuity. The first stage was to trace students through school records. When these failed to lead to the students, letters were sent to the students' last known addresses with stamped return envelopes. Any leads provided by teachers the students had had were followed up. Some students were traced through the telephone directory and sometimes other students were able to help with information. A few phone calls were made to workplaces where the researchers had been told a student was employed.

Finally, time constraints put an end to the search. All but 8 students were located, or identified as having left Adelaide. It was decided to devote so much effort to this process because discovering just what students from the New Arrivals Programme were doing was a high priority of the research and it was precisely those students who were difficult to find who were of most interest, as they were typically left out of similar research projects.

(*) The term student is used in this report to indicate all the young people interviewed, both those still attending school and those who had left school.

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STAGE TWO : Sub-Sample

Using this information a smaller sample was selected for the second stage of the research. The aim was to construct a sample of 100 which approximated the characteristics of the larger sample. For this exercise ethnicity and current occupation were the main criteria considered. For those students still attending a high school the characteristics of the school were also considered so that the results would reflect the range of school experiences occurring in the large sample. These criteria included size of school, whether the school provided E.S.L. support or not, whether it was a Catholic or Government school and the area in which the school was situated.

A questionnaire was administered to this intermediate sample of 100 students. The questionnaire was devised by the researchers, based on informal discussions with teachers in language centres and literacy units, E.S.L. and subject teachers in high schools, bilingual school assistants and some students. The aim was to elicit the subjects' responses to their experiences at schools, at work, at post-secondary study or in unemployment, and also their opinions of the schooling they had received in Australia.

Most of the questions were multiple choice format though respondents were always invited to add any responses not included amongst, the choices. The response choices were based on the researchers own experience, discussions with N.A.P. teachers, high school E.S.L. teachers, high school subject teachers, responses received in the pilot study mentioned below and reading of related research projects.

The response choices were typed on cards which were given to the students to read. Students were asked first to select any responses they felt applied to them. Then, in some questions, they were asked to select one, two or three responses they considered most important. For the questions with a large number of response choices, each response choice was typed onto a separate piece of card so that students could manually sort and select their responses.

See Appendix A for a copy of the student questionnaire finally used.

A brief pilot study using the questionnaire was conducted with 4 students not included in the research sample, after which some final adjustments were made. The researchers arranged individual interviews, either at school, or at home, and completed the questionnaire with the student. The questionnaire was followed closely in all cases, though the interviewers noted extra responses and comments on the questionnaire sheets. Students were asked the questions and given a list of possible answers to consider. They were encouraged to give other answers where appropriate.

Nine of the students in the sample were ultimately not interviewed because they had left school, were found not to be enrolled at the school as had been thought or were too busy to be interviewed during the research period. The final sample size was 91, 76 students at school and 15 students who had left school.

A questionnaire for teachers was also devised and administered in conjunction with the questionnaire given to high school students. This was distributed to all the E.S.L. and subject teachers of the students in the questionnaire sample. It served two main functions. The first was to obtain an assessment of the students' progress at school, which could be compared with the students' self assessment. The second was to document the types of problems teachers felt the students in the sample were having at school. The teacher questionnaires were distributed to teachers and a staff member in each school was asked to collect them and return them to the researchers. In all 504 questionnaires were distributed to teachers and 436 (86.5%) were returned to the researchers.

Information from these two questionnaires was coded and analysed using Education Department computing facilities.

STAGE THREE : Case Studies

The final stage of the research involved a very small sample of 8 students. Again, these were selected in an attempt to represent the range of characteristics found in the complete sample, but given the smaller number it was impossible to accurately reproduce proportions. The characteristics considered in the selection process included ethnicity, current occupation, attendance at a language centre or a literacy unit, presence of parents in Australia, relative success at school, and age. Initially 10 students were chosen, but because time was fast running out at this stage, interviewing had to stop after 8 students were interviewed.

An open-ended interview schedule was devised to administer to these students. The aim of this interview was similar to the questionnaire - to elicit responses to, and opinions of their school experiences in particular. However, it was hoped that in this section of the research the information obtained would be more detailed, more wide-ranging and better contextualised than was possible to achieve with questionnaire-based research alone.

Students were interviewed either at school or at home. Where possible interviews were tape-recorded, as well as notes being taken. The data collected was then edited by the interviewer for inclusion in the report.

THE RESEARCHERS

The two researchers were both teachers employed by the S.A. Education Department who were seconded for one term to complete the project. Both researchers have worked with new arrivals in literacy units, and one as an E.S.L. general support teacher in a high school. The researchers were assisted by New Arrivals Programme advisers in completing the administration of the questionnaire to students.

RESULTS & DISCUSSION

Main sample

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RESULTS & DISCUSSION SECTION A : MAIN SAMPLE

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RESULTS AND DISCUSSION SECTION A : MAIN SAMPLE - (N=258)

1. ETHNICITY AND COUNTRY OF ORIGIN

The concept of ethnicity was used to classify the sample because it was seen to be closely linked to issues of culture and background. The primary division was made between students of Asian and European ethnicities as it was expected that the settlement experiences of these two groups would differ markedly. 63.2% of the sample were of Asian origin, 33.3% of European origin, and 3.5% could not be accurately placed in any of the selected categories. These included students from Syria, Iran, the Philippines and the People's Republic of China.

Because the Asian group was so large, and because there were significant ethnic divisions within this group, it was further sub-divided into five categories : Khmer, Vietnamese, Kampuchean Chinese, Vietnamese Chinese and other Chinese. The ethnic Chinese were separated out in this way because the Chinese have maintained a recognisable culture within their own group when they have settled in other countries, and ethnic Chinese students bring to Australia with them a substantially different cultural background from their compatriots of other ethnicities. The relative numbers and percentages of these ethnic groups can be seen in Table 1.

TABLE NO.1 : ETHNICITY OF STUDENTS IN MAIN SAMPLE - (N=258)

	KHMER			VIETNAMESE			KAMPUCHEAN/ CHINESE			VIETNAMESE/ CHINESE		
	M	F	Total	M	F	Total	M	F	Total	M	F	Total
	20	12	32	45	31	76	16	22	38	8	5	13
% of total sample	7.8	4.7	12.5	17.4	12	29.4	6.2	8.5	14.7	3.1	1.9	5

	OTHER CHINESE			EUROPEAN			OTHER		
	M	F	Total	M	F	Total	M	F	Total
	3	1	4	47	39	86	7	2	9
% of total sample	1.2	.4	1.6	18.2	15.1	33.3	2.7	.8	3.5

The European group was not further sub-divided because ethnicity was not seen as being an appropriate concept to apply in this case. A breakdown of countries of origin can be found in Table 2, but the survey information was not broken down in relation to this variable because it would have been too cumbersome.

Vietnamese and Kampuchean students account for more than half of the students (66.6%). The European countries providing the greatest number of students were Poland and West Germany (20.1%). The remaining students came from a wide range of countries. It should be noted that these students arrived in Australia in the years 1981, 1982 and 1983. The distribution of newly arrived students entering our education system in 1985 would be substantially different, with the addition of significant numbers of, for example, Chileans and Iranians bringing quite different cultural backgrounds to those included in this study.

TABLE NO.2 : COUNTRY OF ORIGIN OF STUDENTS IN MAIN SAMPLE - (N=258)

COUNTRY	MALE	FEMALE	MALE OR FEMALE	PERCENTAGE OF TOTAL SAMPLE
Vietnam	53	36	89	34.5%
Kampuchea	36	34	70	27.1%
Poland	17	14	31	12.0%
West Germany	12	9	21	8.1%
Czechoslovakia	3	4	7	2.7%
Greece	5	0	5	1.9%
Philippines	3	1	4	1.6%
Denmark	0	3	3	1.2%
Holland	0	3	3	1.2%
Hungary	1	2	3	1.2%
Portugal	2	1	3	1.2%
Rumania	3	0	3	1.2%
Spain	2	1	3	1.2%
France	1	1	2	.8%
Hong Kong	2	0	2	.8%
Iran	2	0	2	.8%
Yugoslavia	1	1	2	.8%
China	1	0	1	.4%
Italy	1	0	1	.4%
Syria	0	1	1	.4%
Taiwan	0	1	1	.4%
Timor	1	0	1	.4%
	= 146	= 112	258	

2. SEX

Table 3 indicates the relative number of boys and girls in the sample.

TABLE NO.3 : SEX OF STUDENTS IN MAIN SAMPLE - (N=258)

NO. OF MALES	NO. OF FEMALES
146	112
56.6%	43.4%

3. AGE

As can be seen from Table 4, the age range of students in the sample was vast - from 13 years of age to 30. This illustrates clearly one aspect of the problems faced by educational institutions in providing an appropriate education for newly arrived students. The needs of a young adult in their 20's at a language centre or high school are obviously very different to those of younger students.

The bulk of the students (59.9%) fell between the ages of 15 and 19 inclusively.

TABLE NO.4 : AGE OF STUDENTS IN MAIN SAMPLE - (N=258)

YEAR OF BIRTH	AGE DECEMBER, 1985	MALES	FEMALES	MALES and FEMALES	PERCENTAGE OF TOTAL SAMPLE
1955	30	1	2	3	1.2%
1956	29	0	0	0	0%
1957	28	0	0	0	0%
1958	27	1	1	2	.8%
1959	26	1	1	2	.8%
1960	25	2	3	5	1.9%
1961	24	1	3	4	1.6%
1962	23	6	3	9	3.5%
1963	22	8	5	13	5%
1964	21	7	4	11	4.2%
1965	20	8	7	15	5.8%
1966	19	20	14	34	13.2%
1967	18	15	16	31	12%
1968	17	26	22	48	18.6%
1969	16	27	14	41	15.9%
1970	15	18	11	29	11.2%
1971	14	2	5	7	2.7%
1972	13	1	0	1	.4%

4. DATE OF ARRIVAL

Table 5 shows that students in the sample had been in Australia between two and five years. 58% arrived in 1983 and a further 25.9% in the latter half of 1982. Thus 83.9% of the sample had been in Australia less than 3½ years. The remaining 14.4% who had been in Australia 4 or 5 years comprised those students who had had little or no education before coming to Australia and attended a literacy unit where they received a longer period of preparation for high school.

TABLE NO.5 : DATE OF ARRIVAL IN AUSTRALIA OF STUDENTS IN MAIN SAMPLE - (N=258)

	JAN - JUNE 1981			JULY - DEC 1981			JAN - JUNE 1982			JULY - DEC 1982		
	M	F	Total	M	F	Total	M	F	Total	M	F	Total
	2	6	8	7	2	9	8	12	20	44	23	67
% of total sample	.8	2.3	3.1	2.7	.8	3.5	3.1	4.7	7.8	17	8.9	25.9

	JAN - JUNE 1983			JULY - DEC 1983			NOT KNOWN		
	M	F	Total	M	F	Total	M	F	Total
	52	46	98	30	22	52		5	5
% of total sample	20.1	17.8	37.9	11.6	8.5	20.1		.19	.19

5. LANGUAGE CENTRE/LITERACY UNIT ATTENDED

Table 6 indicates the number of students in the sample who attended each of the 5 language centres and literacy units in Adelaide. Language centres cater for students who have had a normal education in their country of origin and require an intensive English programme to enable them to continue their education here. Literacy Units take secondary school age students who have had little or no education in their country of origin and require a longer intensive programme to prepare them for high school in Australia. Language

Centre courses usually run for about 6 months, Literacy Unit courses between 1½ and 2 years. Of the total sample, 24.5% attended a literacy unit and 75.5% attended a language centre.

TABLE NO.6 : LANGUAGE CENTRE/LITERACY UNIT ATTENDED

DAWS ROAD L.U.	GILLES ST. L.C.	PT. ADELAIDE L.C.	THEBARTON L.U.	THE PARKS L.U.
12	139	56	9	42
4.7%	53.8%	21.7%	3.5%	16.3%

6. FIRST POINT OF EXIT AFTER LANGUAGE CENTRE/LITERACY UNIT

It can be seen from Tables 7 and 8, that by far the majority of students entered high school on leaving the language centre or literacy unit. Of those students who were traced and did not leave Adelaide, 90.29% went to either a state high school or a Catholic high school; 91.9% of the boys and 90.29% of the girls. Small numbers of the students went to a job, T.A.F.E., a primary school, unemployment and one directly to tertiary study. 7.4% of the whole sample either moved interstate or overseas and were therefore not traced. 1.2% of the whole sample were completely untraceable at point of exit from the language centre (were enrolled in a school but never attended).

TABLE NO.7 : FIRST POINT OF EXIT AFTER LANGUAGE CENTRE/LITERACY UNIT - (N=258)

N.B. Percentages show % of sample not including those who moved interstate or overseas.

ETHNICITY	SEX	STATE H.S.	CATHOLIC H.S.	EMPLOY-MENT	NON-EMPLOYMENT	TAFE	INTEN-SIVE	OVER-SEAS	OTHER
Khmer	M	16	---	---	---	1	2	---	1 Primary School
	F	10	---	---	---	--	2	---	---
	Total	26	---	---	---	1	4	---	1
Viet.	M	25	15	---	---	2	3	---	---
	F	16	10	---	---	--	2	---	3 Unknown
	Total	41	25	---	---	2	5	---	3
Kamp./ Chinese	M	16	---	---	---	--	---	---	1 Primary School
	F	12	7	---	---	--	1	---	1 Primary School
	Total	28	7	---	---	--	1	---	2
Viet./ Chinese	M	6	---	---	1	--	1	---	---
	F	4	1	---	---	--	---	---	---
	Total	10	1	---	1	--	1	---	---
Other Chinese	M	2	---	---	---	--	1	---	
	F	1	---	---	---	--	---	---	
	Total	3	---	---	---	--	1	---	

ETHNICITY	SEX	STATE H.S.	CATHOLIC H.S.	EMPLOY-MENT	NON-EMPLOY-MENT	TAFE	INTEN-SIVE	OVER-SEAS	OTHER
European	M	38	3	1	1	1	---	---	1 Primary School 1 Unknown 1 Tertiary Study
	F	26	4	2	---	1	2	2	1 Primary School 1 Unknown
	Total	64	7	3	1	2	2	2	5
Other	M	4	---	---	---	--	2	1	---
	F	2	---	---	---	--	---	---	---
	Total	6	---	---	---	--	2	1	---
TOTALS	M	107 79%	18 13%	1	2	4	9	1	5
	F	71 69%	22 21%	2	---	1	7	2	6
	Total	178 72%	40 17%	3 1.2%	2 .8%	5 1.9%	16	3	11

TABLE NO.8 : COMBINED NUMBERS OF STUDENTS ENROLLING IN EITHER A STATE OR CATHOLIC HIGH SCHOOL AT FIRST POINT OF EXIT – (N=218)

N.B. Percentages show percentage of sample not including those who moved overseas or interstate.

ETHNICITY	SEX	COMBINED STATE and CATHOLIC HIGH SCHOOL
Khmer	Male	16
	Female	10
	Total	26
Vietnamese	Male	40
	Female	36
	Total	76
Kampuchean/ Chinese	Male	16
	Female	19
	Total	35
Vietnamese/ Chinese	Male	6
	Female	5
	Total	11
Other Chinese	Male	2
	Female	1
	Total	3

ETHNICITY	SEX	COMBINED STATE and CATHOLIC HIGH SCHOOL	
European	Male	41	
	Female	30	
	Total	71	
Other	Male	4	
	Female	2	
	Total	6	
TOTALS	Male	125	91.9% of boys
	Female	93	90.3% of girls
	Total	218	91.2% of boys & girls

7. WHERE STUDENTS WERE AT THE TIME OF INTERVIEW

When the investigation was completed, the exact whereabouts of 60 of the 258 students had not been ascertained. It had been decided not to investigate further, once it was known a student had moved out of the state.

44 (16.4%) had moved interstate

8 (2.7%) had gone overseas

8 (2.7%) simply could not be found

In the remainder of this discussion, those who moved interstate or overseas are excluded from the calculation of percentages, leaving a total sample of 206; 118 boys and 88 girls. It can be expected that those students who left Adelaide followed similar education paths to those who remained in Adelaide and in similar proportions. The 8 students who were not traced at all are unlikely to still be at school as school record keeping made students at school the easiest to trace. Bearing in mind these factors, the percentages given should give a reasonably accurate picture of the experiences of the whole original sample. Tables No. 9 and 10 show what the students were doing at the time of interview, by sex and ethnicity.

TABLE NO.9 : WHERE STUDENTS WERE AT THE TIME OF INTERVIEW (SEX & ETHNICITY) - (N=258)

N.B. Percentages show percentage of sample not including those who moved interstate or overseas.

ETHNICITY	SEX	STATE H.S.	CATHOLIC H.S.	EMPLOYMENT	NON-EMPLOYMENT	TAFE	INTER-STATE	OVER-SEAS	OTHER
Khmer	M	13	---	1	1	1	3	1	---
	F	5	---	1	3	--	3	---	---
	Total	18	---	2	4	1	6	1	---
Viet.	M	11	14	10	---	--	8	---	1 Unknown 1 Deceased 1 Tertiary
	F	10	4	4	2	2	8	---	
	Total	21	18	14	2	2	16	---	3
Kamp./ Chinese	M	10	---	1	---	--	6	---	---
	F	10	4	1	1	--	5	---	---
	Total	20	4	2	1	--	11	---	---
Viet./ Chinese	M	5	---	1	---	1	1	---	---
	F	4	1	---	---	--	---	---	---
	Total	9	1	1	---	1	1	---	---
Other Chinese	M	2	---	---	---	--	1	---	---
	F	---	---	1	---	--	---	---	---
	Total	2	---	1	---	--	1	---	---

ETHNICITY	SEX	STATE H.S.	CATHOLIC H.S.	EMPLOYMENT	NON-EMPLOYMENT	TAFE	INTER-STATE	OVER-SEAS	OTHER
European	M	22	3	8	3	2	2	2	5 Unknown
	F	21	3	1	2	1	4	4	2 Unknown 1 Tertiary
	Total	43	6	9	5	3	6	6	8
Other	M	3	---	---	---	--	3	1	---
	F	1	---	---	1	--	---	---	---
	Total	4	---	---	1	--	3	1	---
TOTALS	M	66 55.9%	17 14.4%	21 17.8%	4 3.4%	4 3.4%	24	4	7
	F	51 57.9%	12 13.6%	8 7.9%	9 10.2%	3 3.4%	20	4	4
	Total	117 56.7%	29 14.0%	29 14.0%	13 6.3%	7 3.4%	44	8	11

TABLE NO.10 : COMBINED NUMBERS OF STUDENTS EITHER AT A STATE OR A CATHOLIC HIGH SCHOOL AT THE TIME OF INTERVIEW - (N=146)

N.B. Percentages show percentage of sample not including those who moved overseas or interstate.

ETHNICITY	SEX	COMBINED STATE and CATHOLIC HIGH SCHOOL	
Khmer	Male	13	
	Female	5	
	Total	18	56.3% of Khmer
Vietnamese	Male	25	
	Female	14	
	Total	39	51.3% of Vietnamese
Kampuchean/ Chinese	Male	10	
	Female	14	
	Total	24	63.2% of Kamp/Chinese
Vietnamese/ Chinese	Male	5	
	Female	5	
	Total	10	77% of Viet/Chinese
Other Chinese	Male	2	
	Female	0	
	Total	2	50% of Other Chinese
European	Male	25	
	Female	24	
	Total	49	57% of European

ETHNICITY	SEX	COMBINED STATE and CATHOLIC HIGH SCHOOL
Other	Male	3
	Female	1
	Total	4 44% of Other
TOTALS	Male	83 70.3% of boys
	Female	63 71.6% of girls
	Total	146 70.8% of girls & boys

Two years after leaving the language centre or literacy unit;

- 70.8% (70.3% of boys, 71.6% of girls) were still studying at either a state or catholic high school;
- 14.0% (17.8% of boys, 7.9% of girls) were in employment;
- 6.3% (3.4% of boys, 10.2% of girls) were not employed or studying;
- 3.4% (3.4% of boys, 3.4% of girls) were studying a T.A.F.E. course;
- two female students were doing tertiary study (nursing degree and teacher training) and one male student had been killed in a car accident.

One of the aims of this study was to investigate whether or not graduate students of language centres and literacy units were adequately equipped to survive the demands of high school. The figures from Table No.8 show us that a significant proportion of students have at least remained at school. It must also be considered that some of the students who had left school may have done so not as a result of failure but as a result of a conscious choice to move on to something else.

However, the information in Sections 7.5 and 7.6 suggests that few of the students who left school were on the path to gaining marketable skills for employment. 7 students were doing T.A.F.E. courses (information on which course was not collected), 2 were engaged in tertiary study, 4 were employed and receiving training. The remaining 38 students who had left high school were either not employed or in unskilled employment and receiving no training.

Thus, despite the fact that a majority of the students had remained at school, it is still a matter of concern for schools and teachers that many appear to be leaving school and moving into unskilled employment, where no training is received, or into non-employment.

The information collected for the main sample tells us little of the qualitative experience of those students still at school. The results of the questionnaire given to the sub-sample provide a better indication of this [see Sections B(1), B(2), B(3) and MAJOR ISSUES].

7.1 Where students were at time of interview, by sex

Retention rates at high school were basically equal for males and females but it is interesting to note that there seemed to be considerably more boys moving into employment, and more girls into non-employment. (Tables No. 13 and No. 14 give more information about types of employment and non-employment). The results have not been tested for significance, and this apparent difference cannot be used for valid generalization. However, the differences in these two categories do stand out from the other categories where figures for males and females are very close to equal.

7.2 Where students were at time of interview by ethnicity

There do not appear to be any significant differences between the ethnic groups. For most ethnic groups between 50% and 65% of students remained at school. Those that diverge from this pattern have very small samples. (See Table No.10). The one figure which stands out is that for Vietnamese Chinese. 77% of this group were still at school. However, the sample is again quite small (13 students).

TABLE NO.11 : WHERE STUDENTS WERE AT TIME OF INTERVIEW - (Age)

YEAR OF BIRTH	AGE	STATE H.S.	CATHOLIC H.S.	EMPLOYMENT	NON-EMPLOYMENT	TAFE	INTER-STATE	OVERSEAS	OTHER
1955	30	---	---	1	1	1	---	---	
1956	29	---	---	---	---	--	---	---	
1957	28	---	---	---	---	--	---	---	
1958	27	1	---	---	---	--	1	---	
1959	26	---	---	1	---	--	1	---	
1960	25	2	---	1	---	--	2	---	
1961	24	---	---	2	1	--	1	---	
1962	23	2	2	2	1	1	---	---	1 Tertiary
1963	22	2	---	4	1	1	3	1	1 Tertiary
1964	21	5	---	2	2	--	2	---	
1965	20	6	---	3	1	1	2	1	1 Unknown
1966	19	13	7	5	---	1	7	---	1 Unknown
1967	18	15	3	4	3	--	4	1	1 Deceased
1968	17	27	5	2	1	1	8	2	2 Unknown

YEAR OF BIRTH	AGE	STATE	CATHOLIC	EMPLOYMENT	NON-EMPLOYMENT	TAFE	INTER-STATE	OVERSEAS	OTHER
1969	16	22	7	2	1	1	5	2	3 Unknown
1970	15	18	3	---	1	--	5	1	1 Unknown
1971	14	3	2	---	---	--	---	2	
1972	13	---	---	---	---	--	1	---	

TABLE NO.12 : WHERE STUDENTS WERE AT THE TIME OF INTERVIEW
(Language Centre/Literacy Unit attended)

N.B. Percentages are of sample not including those who moved interstate or overseas.

	STATE H.S.	CATHOLIC H.S.	EMPLOY-MENT	NON-EMPLOY-MENT	TAFE	INTER-STATE	OVERSEAS	OTHER
Daws Road Literacy Unit	10	---	---	1	--	1	---	
Gilles Street Language Centre	56	16	22	7	3	21	7	2 Tertiary 5 Unknown
Port Adelaide Language Centre	29	9	4	2	3	6	---	1 Deceased 2 Unknown
Thebarton Literacy Unit	3	1	4	1	1	4	---	
The Parks Literacy Unit	19	3	3	2	1	12	1	1 Unknown
Language Centre (Combined)	85 52.8%	25 15.5%	25 15.5%	9 55.9%	7 43.5	27	7	10 6.2%
Literacy Unit (Combined)	32 71.1%	4 8.8%	3 6.7%	4 8.8%	1 2.2%	17	1	1

TABLE NO.13 : TYPE OF EMPLOYMENT STUDENTS HAD AT TIME OF INTERVIEW - (N=29)

		KHMER		VIETNAMESE		KAMP/ CHINESE		VIET/ CHINESE		OTHER CHINESE		EUROPEANS		OTHERS		TOTAL
		M/F	T	M/F	T	M/F	T	M/F	T	M/F	T	M/F	T	M/F	T	
Factory	M	1	1	5	7	1	1	1	1	-	-	2	3	-	-	13
	F	-		2		-		-		-		1		-		
Restaurant	M	-	-	2	2	-	-	-	-	-	-	1	1	-	-	3
	F	-		-		-		-		-		-		-		
Sewing	M	-	-	-	2	-	-	-	-	-	-	-	-	-	-	2
	F	-		2		-		-		-		-		-		
Fruit Picking	M	-	-	-	-	-	2	-	-	-		-	-	-		2
	F	-		-		2		-		-		-		-		
Family Jewellery Business	M	-	-	-	-	-	-	-	-	-	1	-	-	-	-	1
	F	-		-		-		-		1		-		-		
Woolpacker	M	-	-	1	1	-	-	-	-	-	-	-	-	-	-	1
	F	-		-		-		-		-		-		-		
Store Manager	M	-	-	-	-	-	-	-	-	-	-	1	1	-	-	1
	F	-		-		-		-		-		-		-		
Labourer Construction Plant	M	-	-	-	-	-	-	-	-	-	-	-	-	1	1	1
	F	-		-		-		-		-		-		-		
Rustproofing	M	-	-	1	1	-	-	-	-	-	-	-	-	-	-	1
	F	-		-		-		-		-		-		-		

			KHMER		VIETNA-MESE		KAMP/ CHINESE		VIET/ CHINESE		OTHER CHINESE		EURO-PEANS		OTHERS		TOTAL
			M/F	T	M/F	T	M/F	T	M/F	T	M/F	T	M/F	T	M/F	T	
RECEIVING TRAINING	Telecom Assistant Technician	M	–	–	–	–	–	–	–	–	–	–	1	1	–	–	1
		F	–		–		–		–		–		–		–		
	Hairdresser	M	–	–	1	1	–	–	–	–	–	–	–	–	–	–	1
		F	–		–		–		–		–		–		–		
	Goldsmith	M	–	–	–	–	–	–	–	–	–	–	1	1	–	–	1
		F	–		–		–		–		–		–		–		
	Motor Mechanic	M	–	–	–	–	–	–	–	–	–	–	1	1	–	–	1
		F	–		–		–		–		–		–		–		
															TOTAL		29

7.3 Where students were at the time of interview, by age

Table 11 shows the distribution of students at the time of interview by age. As would be expected those still at high school are heavily concentrated in the younger age groups - between 15 years and 19 years and older students are more likely to have moved on to something else.

7.4 Where students were at the time of interview by Language Centre/Literacy Unit attended

Students who attend Literacy Units usually face a much more daunting task when entering high school than do language centre students. Whereas language centre students have had a relative complete education in their country of origin, literacy unit students have had little or no previous education and thus not only have to learn English on arrival in Australia but also to catch up a missed primary education. It is probably these students who are most likely to encounter difficulties when they reach high school. Despite intensive education for up to 2 years in a literacy unit, there are understandably still enormous gaps in their educational background.

Table No.12 shows that 79.9% of literacy unit students were still at high school after 2 years, compared to 68.3% of language centre students. Literacy unit students tend to enter high school at lower year levels than do language centre students because of their lack of educational background. Therefore more language centre students are likely to have completed high school in the 2 year period since leaving their language centre.

These statistics give no indication as to the quality of these students' experience at high school, but they do show that both literacy unit and language centre students are persisting with high school study in significant numbers.

8. Type of Employment

Table No.13 shows the kind of jobs held by those students in the sample who were employed at the time of interview. The majority spread across all ethnic groups were doing unskilled work, most of those in factories. Only 4 out of the 29 had moved into areas of employment where they were receiving more than rudimentary on-the-job training. All of these were male.

9. Type of Non-Employment

Table No.14 gives more details of the activities of those students in the Non-Employed category. 3 females in this category were looking for work and 6 females had married, (3 of these had had a child). 2 males were looking for work, one was ill and unable to work or study and one had left school and was hoping to later begin study in a T.A.F.E. course.

TABLE NO.14 : TYPE OF NON-EMPLOYMENT - (N 13)

		KHMER		VIETNAMESE		KAMP/ CHINESE		VIET/ CHINESE		OTHER CHINESE		EUROPEANS		OTHER		TOTAL
		M/F	T	M/F	T	M/F	T	M/F	T	M/F	T	M/F	T	M/F	T	
Looking for work	M	-	1	-	-	-	-	-	-	-	-	2	3	-	1	5
	F	1		-		-		-		-		1		1		
Married	M	-	1	-	1	-	1	-	-	-	-	-	-	-	-	3
	F	1		1		1		-		-		-		-		
Married + baby	M	-	1	-	1	-	-	-	-	-	-	-	1	-	-	3
	F	1		1		-		-		-		1		-		
Illness	M	-	-	-	-	-	-	-	-	-	-	1	1	-	-	1
	F	-		-		-		-		-		-		-		
Waiting to enter T.A.F.E. course	M	1	1	-	-	-	-	-	-	-	-	-	-	-	-	1
	F	-		-		-		-		-		-		-		
															TOTAL	13

10. Characteristics of Schools attended by students

Characteristics of schools attended by students in the main sample at the time of interviewing (September/October) are set out in Table 15.

The students who were traced in the main sample and who were still at school were attending 35 different schools.

9 of the school were in the Catholic system. 16 of the 26 students (62%) in the Catholic system had E.S.L. support available.

20 of the 29 State schools were providing E.S.L. support for the students, that is 96 out of 104 students (92%) in State schools were in a school where E.S.L. support was available.

The majority of students (91 or 70%) were attending schools in the Adelaide Area. 13 (or 10%) were in the Northern Area, 25 (or 19%) were in the Southern Area.

One student was in a school in Mount Gambier in the South East of South Australia. Two students had been traced to a school in the Riverland, and one to Lameroo, but had left school before the time of the research.

Table No. 15

Characteristics of Schools Attended by Students In main Sample at Time of Interviewing.

15A Catholic Schools

School	No. of Students	Area	Size (Over 1000 students ?	ESL Supports?
School 1	7	Adelaide	No	Yes
School 2	5	Adelaide	No	Yes
School 3	3	Adelaide	No	Yes
School 4	3	Adelaide	No	No
School 5	2	North	No	No
School 6	2	Adelaide	No	No
School 7	2	Adelaide	No	No
School 8	1	South	No	No
School 9	1	South	No	Yes

15B State (Metropolitan)

School 10	18	South	Yes	Yes
School 11	13	Adelaide	No	Yes
School 12	11	Adelaide	Yes	Yes
School 13	9	Adelaide	Yes	Yes
School 14	7	Adelaide	No	Yes

15B State (Metropolitan) (cont)

School 15	7	Adelaide	Yes	Yes
School 16	6	Adelaide	Yes	Yes
School 17	5	Adelaide	No	Yes
School 18	4	Adelaide	Yes	Yes
School 19	4	South	Yes	Yes
School 20	2	North	Yes	Yes
School 21	2	North	No	No
School 22	2	North	No	Yes
School 23	2	North	No	No
School 24	1	Adelaide	Yes	Yes
School 25	1	Adelaide	Yes	Yes
School 26	1	Adelaide	No	Yes
School 27	1	Adelaide	No	Yes
School 28	1	Adelaide	No	Yes
School 29	1	Adelaide	No	No
School 30	1	Adelaide	No	No
School 31	1	North	Yes	Yes
School 32	1	North	No	Yes
School 33	1	North	No	Yes
School 34	1	South	Yes	No

15C State (Country)

School 35	1	-	Yes	No

B1

RESULTS & DISCUSSION

sub-sample

●all respondents

RESULTS & DISCUSSION - SECTION B(1) SUB-SAMPLE
(ALL RESPONDENTS)

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RESULTS AND DISCUSSION - SECTION B(1) SUB-SAMPLE

ALL RESPONDENTS - (N=91)

Many of the students interviewed in the sub-sample were former students of the researchers, who had been teachers in the New Arrivals Programme in 1983. It was a memorable experience talking to these students again, observing their greater confidence and increased fluency in English. It was often possible to ask questions which could not be answered before because of the students' lack of English or because of unsureness about what should or shouldn't be said in the new country.

Some former students were interviewed in their homes because they had left school. One student invited the interviewer to her wedding, and another showed a full video tape of her recent wedding. We missed interviewing another student because she gave birth to a son a day before her interview time was arranged. Foods of all kinds were consumed as we interviewed.

The following report gives information collected about the backgrounds, experiences and opinions of 91 individuals. To avoid losing sight of the individuals in the study, we have included Case Details wherever possible. In all examples, names have been changed to protect the identity of individuals.

1. ETHNICITY AND SEX OF SUB-SAMPLE : (See Appendix A, Questions 3, 6)

The majority of the results discussed here has been analysed on the basis of ethnicity. This is because ethnicity is considered to be a significant factor in determining the educational outcomes for these students.

Ethnicity has been used as a category rather than nationality. For the Indo-Chinese students it was seen to be important to differentiate between three major ethnic groups, as these ethnic groups have distinct cultural backgrounds. These three groups are:

(a) Khmer : Indigenous people of Kampuchea, speaking Khmer language.

(b) Vietnamese : Indigenous people of Vietnam, speaking Vietnamese language.

(c) Chinese : Further divided in this study into those previously resident in Kampuchea, and those previously resident in Vietnam. An originally immigrant population speaking various Chinese dialects, and usually also the national language of the country in which they were residing.

It is recognised that by combining all students from Europe into one ethnic group defined as European, some cultural differences between nationalities are ignored. However, because of the small size of the sample and the large number of European countries represented in the sample, it was not practicable to make national differentiations within this group. It was also felt that the European students shared cultural similarities, which contrasted significantly with the characteristics of the Indo-Chinese ethnic groups.

Sex is also considered to be a significant determinant of educational outcomes. Analysis of the results on the basis of sex was commenced, but was unable to be completed for inclusion in this document because of time constraints. Table No.16 shows the distribution of sex and ethnicities in the sub-sample.

TABLE NO.16 ETHNICITY AND SEX OF SUB-SAMPLE - (N=91)

	KHMER	VIETNAMESE	KAMP/CH.	VIET/CH.	EUROPEAN	OTHER
Male	8	10	9	2	17	1
Female	4	7	15	3	14	1
TOTAL:	12	17	24	5	31	2

There were 36 students from Kampuchea, 22 students from Vietnam, 31 from European countries and 2 from other countries.

The composition of the European group was as follows:

	Males	Females
Poland	8	7
Holland	0	1
Greece	5	0
Germany	2	4
Czech	1	1
Hungary	0	1
Italy	1	

The composition of the "Other" group was as follows:

Iran	1	
Syria		1

In the sub-sample the "Other" group infact comprised two students from the Middle East. However in the main sample this category included a larger variety of countries of origin.

2. SOCIO-ECONOMIC STATUS : (See Appendix A, Questions 9, 10, 11, 12)

Students were asked three questions which were designed to find out something about their socio-economic status in their country of origin.

It was originally hoped that some of the data could be analysed on the basis of socio-economic status, recognising that socio-economic status can be as important a determinant of educational outcomes as ethnicity. Unfortunately time constraints prevented this analysis from being completed.

These three questions raised the most discussion between the researchers and in meetings with individuals and groups being consulted about the construction of the questionnaire.

The researchers were not happy with the mechanisms finally used to assess socio-economic status. However, it was felt that the socio-economic background of newly arrived students is likely to be a determinant of their future educational achievement and should not be ignored. Further research would be valuable and needs to address the theoretical issue of classifying socio-economic status of students from different social systems and the effect socio-economic status has on students' educational progress in their new country.

Because of the inadequacy of measures used here, it was decided not to make comment on issues related to socio-economic status in this report.

3. AGE OF STUDENTS : (See Appendix A, Questions 4, 5)

The official age of students at the time of interview (September 1985) ranged from 13 to 30, therefore students were between 11 and 28 when they were with the New Arrivals Programme. Table No.17 shows the ages of students at the time of interview.

TABLE NO.17 OFFICIAL AGES OF STUDENTS AT TIME OF INTERVIEW

(SEPTEMBER/OCTOBER 1985) - (N=91)

OFFICIAL AGE	13	14	15	16	17	18	19	20	21	22	23	25	30
NO. OF STUDENTS	1	1	10	21	19	11	12	7	1	2	2	3	1

Official Age and Real Age.

The age given by Indo-Chinese students for school records might not be their real age.

When asked why they changed their age when applying for resettlement, students said they did so because their family believed that they would be more likely to be eligible for more education in the new country if they were of a certain age (either older or younger depending on the current rumour in the camp at the time).

The interviewers felt that in most cases, if not all, the students were happy to divulge their real age, once the reason for the question and for the interview was explained to them.

Two students had lowered their real age by 4 years, and four students had lowered their real age by three years. Altogether twelve students (about 13%) had lowered their age by between one and four years. All were from Indo-China.

Two students had added a year to their ages.

No students from Europe or from other countries had altered their date of birth.

CASE DETAIL

Two brothers from Vietnam were not sure of their real age. They were given their age when they were adopted as orphans from their refugee camp in Malaysia and taken to Belgium. It was later learned that their parents were in Australia, and the brothers had moved out to Australia from Belgium to be with their family.

CASE DETAIL

Soknara, a Khmer male student had altered his real age by four years from 21 to 17 in the refugee camp in Thailand. This is the age he used at school in Australia. Soknara has run into difficulties because of this.

Firstly, Soknara, at 21, found it extremely difficult to settle into full-time study at Year 10. Soknara gradually became more and more disinterested during the year, rarely doing his homework and often being absent from school. He eventually left school in the middle of the year, and was unemployed at the time of interview.

Soknara was not receiving Unemployment Benefit and was relying on his family for income. This was because the family had recently applied to sponsor a brother who was still in the refugee camp. The family was concerned that if they applied to alter Soknara's age officially (so that he could receive Unemployment Benefit) the sponsorship might be delayed. They were worried that forms relating to the application would have to be changed.

However, in the same instance, this student, because his official age was 17, was eligible to apply for T.A.F.E. Pre-vocational courses, and he hoped to do this.

CASE DETAIL

One of the interviewers remembers one obviously mature female Khmer student (looking about 17) registering at the literacy unit as 10 years old. At her interview for this research, this same student, two years later, was able to laugh about this. She said that two years before she had been too unsure of the repercussions to say anything. She explained that she had been told by her uncle to say she was 10 so that she could go to school longer. She had been fully aware that she did not look 10, and had been embarassed about her official age.

See MAJOR ISSUES, Part 2 for further discussion on the significance of age for these students.

4. DATE OF ARRIVAL IN AUSTRALIA : (See Appendix A, Question 7)

The majority of students arrived in Australia in 1983. 27 students arrived in 1982, and 8 in 1981. Two students arrived in 1980 - one of these students, a Vietnamese student, attended The Parks Literacy Unit until he transferred to high school in 1983 (that is, for 3 years), and the other, from Hungary, had attended primary school first before going to Gilles Street Language Centre.

5. ATTENDANCE AT SCHOOL BEFORE ENTRY INTO LANGUAGE CENTRE OR LITERACY UNIT : (See Appendix A, Question 15)

Two students enrolled in the New Arrivals Programme from primary schools - a Hungarian girl who attended Gilles Street Language Centre, and a Vietnamese boy, who attended The Parks Literacy Unit. Both these students had moved into Year 8 after they left their language centre, and were in Year 9; both were aged 17.

Four students enrolled with the New Arrivals Programme after attending high school. All these students were European, and all had attended Gilles Street Language Centre - two Greek brothers (in Years 10 and 11), a German female student (in Year 12) and a German male (in Year 10).

Experience has shown that students from Europe are more likely to attend school before finding that they need specialist English assistance, than are students from Indo-China. These statistics support this. Students from Europe sometimes feel able to cope immediately in a high school, but find, or are advised by the teaching staff, that they need to undertake an intensive English language course at one of the New Arrivals Programme centres.

The system where refugees from Asia generally moved into South Australia through Pennington Hostel or through the St. Paul's Retreat, Glen Osmond, meant that families were advised on arrival to send their students to appropriate centres in the New Arrivals Programme. It seems that in recent years there has been a change in this pattern and more Indo-Chinese students are enrolling directly into schools rather than language centres and literacy units when they first arrive. This may be because many of them are entering Australia to join their families and therefore by-pass the usual orientation programmes provided by immigrant and refugee organisations.

However in this sub-sample, only 7% of students (6 students) did not enrol directly into the New Arrivals Programme on arrival in Australia. This is a very small proportion of students who attended the New Arrivals Programme.

6. LANGUAGE CENTRE OR LITERACY UNIT ATTENDED - (See Appendix A, Question 16)

The students in the sub-sample attended the following centres in the New Arrivals Programme.

Daws Road Literacy Unit	8
The Parks Literacy Unit	19
Thebarton Annexe of The Parks Literacy Unit	4
Gilles Street Language Centre	42
Port Adelaide Language Centre	18

7. WHERE STUDENTS ARE NOW : (See Appendix A, Question 18)

The majority of students in the sub-sample were still studying full-time at high school at the time of interview. This reflected the main sample. See Table No.18 for a detailed analysis of where students in the sub-sample are now.

TABLE NO.18 : CURRENT OCCUPATIONS OF STUDENTS IN SUB-SAMPLE - (N=91)

STILL AT SCHOOL:			
Part-time High School	3	76	(83.5%)
Full-time High School	73		
LEFT SCHOOL:			
T.A.F.E.	2	15	(16.5%)
Employment	7		
Non-Employment	5		
Tertiary	1		
TOTAL:	91		(100%)

See MAJOR ISSUES, Part 1 for discussion of school retention rates.

8. YEAR LEVEL : (See Appendix A, Question 18, 27)

8.1 Year levels at beginning of 1984

Students moved into all year levels at high school after leaving the New Arrivals Programme.

At the beginning of 1984,

13 (14%) students moved into Year 8
34 (37%) students moved into Year 9
29 (32%) students moved into Year 10
8 (9%) students moved into Year 11
2 (2%) students moved into Year 12
3 (3%) students did not enter school

Also, two students completed a few months of school at the end of 1983 after leaving their language centre, but left school at the end of the year.

Ages of students who moved into Year 9 ranged from 13 to 19 years. Ages of students who moved into Year 10 ranged from 14 to 21 years, and into Year 11, 15 to 23 years. Students who moved into Year 12 were 18 to 20 years.

8.2 Year levels at end of 1985

Table No.19 shows ages of students in each year level at the end of 1985.

TABLE NO.19 : REAL AGE AND YEAR LEVELS OF STUDENTS IN SUB-SAMPLE, STILL AT SCHOOL, AT THE TIME OF INTERVIEW (SEPTEMBER/OCTOBER 1985)

(N 76)

YEAR LEVEL	USUAL AGE AT YEAR LEVEL	EUROPEAN/OTHER							INDO-CHINESE							TOTAL
		Ages of Students (Years)							Ages of Students (Years)							
		15	16	17	18	19	20	Over 20	15	16	17	18	19	20	Over 20	
8	13 years	-	-	-	-	-	-	-	-	1	-	-	-	-	-	1
9	14 years	-	-	-	-	-	-	-	4	6	1	-	-	1	-	12
10	15 years	4	5	1	-	-	-	-	1	8	6	3	2	3	1	34
11	16 years	-	3	7	1	-	-	-	-	-	-	1	6	1	3	22
12	17 years	-	-	1	2	1	1	-	-	-	-	-	-	-	2	7

At the end of 1985 25 students (33%) were 3 years or more over the usual age for the year level. 7 students (9%) were 5 years older than the usual age for the year level.

See MAJOR ISSUES, Part 2 for further discussion of the significance of age and year level.

CASE DETAIL

Kim, a 30 year old Vietnamese woman was a trained teacher in Vietnam. She enrolled at Gilles Street Language Centre after being told about the Centre by a friend, and by going along to ask if she might enrol. She completed the course, and enrolled at a high school, only to have a serious road accident after one day. Because of the accident, she did not study for a year but then did part-time study for her adult matriculation at a T.A.F.E college. At the time of the interview she was awaiting her P.E.S. results, and hoped to attend university.

At her interview, Kim expressed her concern about attending a school, wearing a uniform, and studying with students so much younger than herself. She was not sure if she would have continued at the school or not.

9. WHO STUDENTS LIVE WITH : (See Appendix A, Question 8)

The majority of students (71%) were living with their family (either mother and father, or one parent).

Nine students from Vietnam (5 males, 4 female) and 3 students from Kampuchea, were living with brothers or sisters (that is, without parents).

Two students from Vietnam and one from Kampuchea lived with other relatives.

Apart from two female students who lived with husband (Kampuchean) or boyfriend (European), there were two Kampuchean students who were not living with parents or siblings. These students' difficulties are worth further elaboration.

CASE DETAIL

Veng, a Kampuchean Chinese male, officially aged 20 but really 23 was studying in Year 11 at high school. He had one year of school in Kampuchea, and about 6 months of English in the camps. He spent one year at a literacy unit before moving into Year 10 at high school. Veng came to Australia as a detached minor, living with his sister and brother-in-law. After two years in Australia, he had an argument with his brother-in-law and left. At the time of the interview he was living with another family, and his younger brother was with him. He was experiencing some difficulties with money, but was studying part-time and was receiving Unemployment Benefit.

CASE DETAIL

Ly, a Kampuchean Chinese male, officially aged 19 but really 22, said he had changed his date of birth so that he could study more in Australia. He was studying in Year 10 at high school. Ly had had two years of schooling in Kampuchea, and one year of school (not English) in the refugee camp.

Ly had been living with his brother, but his brother had decided to move with his family to Melbourne. Ly decided to stay in South Australia. At the time of the interview he was living with an Australian social worker. He said his income was around $42 a week (Government allowances) and he was paying his host $30 a week rent. He said he had just enough money for food, but nothing for clothes or other things he needed. He usually did his own cooking, and seemed very lonely. Ly was finding life very difficult. He was obviously under stress in the interview, talking at length about his money difficulties, and giving as his prime difficulty at school "I need to earn money to support myself", and third "I worry a lot". Ly's E.S.L. teachers discussed with the interviewer how they had tried to support this student but had found it very difficult because of the constraints of money and lack of family support for the student.

10. FINANCIAL SUPPORT : (See Appendix A, Question 26)

There were three main allowances full-time students in our sample received. They were:

(1) Secondary Allowance Scheme. A means tested allowance for students in Year 11 and 12.

(2) Adult Secondary Education Assistance. An allowance for students over 19, who have been away from school for 2 years in the previous 5 years, and who are intending to matriculate.

(3) Double Orphans Pension, available for minors who have no family in Australia.

71 students (80%) were supported primarily by their family. Some of these had another source of income such as the Secondary Education Allowance, or a part-time job.

10.1 Secondary Education Allowance

Eighteen students were receiving the Secondary Education Allowance.

5 from Kampuchea
4 from Vietnam
9 from Europe

All these students, following the requirements of the allowance, were in Year 11 or Year 12.

10.2 Adult Secondary Education Assistance

Three students were receiving this allowance. These were,

Khmer male, in Year 12, aged 23
Kampuchean/Chinese male, in Year 12, aged 25
Vietnamese male, in Year 11, aged 19

10.3 Double Orphans' Pension

Five students said they were receiving the Double Orphans' Pension. These included,

3 students from Kampuchea
3 students from Vietnam

10.4 Part-time Work

10 students at school were working part-time. They were:

Czech female in Year 11, Coles, 8 hours a week.

Greek male, in Year 11, in restaurant, about 6 hours a week.

Greek male, in Year 10, in uncle's shop, 12 hours a week.

Greek male, in Year 11, in uncle's shop, about 6 hours a week.

Greek male, in Year 11, restaurant, 5 hours a week.

Polish male, Year 10, Woolworths, about 6 hours a week.

Polish female, Year 11, no information on where, 4 hours a week.

Vietnamese/Chinese female, Year 9, restaurant, 12 hours a week. (Age given 14)

Vietnamese/Chinese female, Year 10, restaurant, 12 hours a week.

Kampuchean/Chinese female, Year 10, restaurant, 13 hours a week.

The European students with part-time jobs outnumbered those from Indo-China with part-time jobs in the sub-sample.

Unfortunately we do not have figures to compare with the part-time work trends of students who were born in Australia.

None of the students who had left school were working part-time.

10.5 Unemployment Benefit

3 students in the sub-sample who were still at school were receiving Unemployment Benefit.

They were:

Kampuchean/Ch. male, Year 11. Official age 20, real age 23.
Khmer male, Year 11, aged 22
Khmer male, Year 10, aged 19
Khmer male, Year 11, aged 20

Five who had left school were unemployed and therefore were receiving this benefit.

10.6 Full-time Employment

There were seven students who had left school who had full-time jobs.

They were:

Vietnamese male, aged 25
Vietnamese male, aged 22
Kampuchean/Chinese male, aged 18
Dutch female, aged 19
Polish female, aged 22
Polish male, aged 20
Polish male, aged 17
Polish male, aged 23

See MAJOR ISSUES, Part 4 for further discussion of financial support.

11. EDUCATION BEFORE COMING TO AUSTRALIA : (See Appendix A, Question 13, 14)

Approximately one third of students from Kampuchea had had no education before coming to Australia, though some had had English lessons or general school lessons in the refugee camp. Only one Vietnamese had had no previous education.

All the European students had had at least 5 years of education before coming to Australia.

No Kampucheans had had more than 9 years of education, although 9 students had had from 5 to 9 years of education. These students were generally the older students who had had this education before the Pol Pot regime began in Kampuchea in 1975.

One Vietnamese student had completed tertiary education. This was teacher training. A Syrian student, aged 24, had completed one year of business studies at tertiary level before coming to Australia.

12. YEARS OF GENERAL EDUCATION IN REFUGEE CAMP : (See Appendix A, Question 13)

No students from Vietnam told us that they had attended school in the refugee camp. The Kampucheans reported the equivalent of:

1 year of school in the camp	–	5 students
2 years	–	2 students
3 years	–	4 students

From these figures, only 11 of 36 students (about one third) from Kampuchea had 1 year of schooling or over in the camps.

It should be noted that it is difficult to assess the quality and quantity of this schooling in practice, since schooling in the camps ranged from well organised programmes to ad hoc instruction and conditions made continuity difficult to achieve.

13. ENGLISH IN THE REFUGEE CAMPS : (See Appendix A, Question 13)

Just over half of the students from Kampuchea had studied English in the refugee camps, whereas just over two thirds of students from Vietnam had studied English in the refugee camp. Most students spoke of English lessons which were only available for about 2 hours every day or two hours twice a week.

Again, the standards of instruction varied greatly. One student reported a high turnover of teachers. As teachers were selected for resettlement, they moved on to new camps and the new teacher would often start at the beginning again, so that progress was difficult to achieve.

One girl mentioned that she could not study in the refugee camp because she had no mother and needed to do the household chores for her family. Many students said that they couldn't afford to pay for English lessons in the camps.

14. CHANGES OF HIGH SCHOOL SINCE LEAVING NEW ARRIVALS PROGRAMME : (See Appendix A, Questions 19, 20, 21)

21 students (23%) of the sub-sample of 91 moved high school at least once in the two years since leaving the New Arrivals Programme. No ethnic group moved significantly more than another group. Two students moved twice, and one student (Kampuchean/Chinese) moved three times.

Reasons given by students in the sub-sample for movement between schools were varied.

Six students said they moved schools because their family moved house. A Vietnamese male student added the comment,

> "Also because students didn't want to learn and they disturbed the others who wanted to learn".

Three students moved because they said it was too far to travel.

A Kampuchean/Chinese male student moved because,

> "I had no friends at lunch time. It was boring at lunch time".

Two Kampuchean/Chinese students who moved from a Catholic school to a state school said,

> "The students were not nice. There was prejudice, and they teased us. They used to do things like put rubbish in our bags. Also it was a long way to travel, and the work was difficult".

A Polish female moved from a state to a Catholic school because she felt there was no discipline in the state school, and a Vietnamese female student said she moved from a Catholic school because she didn't want to study religion and wanted to do other subjects. She moved to a state school close by.

CASE DETAIL

Anh, a Vietnamese/Chinese girl, had moved three times since she left her Language Centre at the end of 1983. She enrolled at her first school from the Language Centre and had stayed there fore the whole of Year 8. She had left at the end of 1984 because she said it was too far to travel, but also because there were too many Vietnamese boys at the school.

She then attended her next school from February until May, leaving on the advice of teachers, who suggested she go to a school with E.S.L. support.

The next school she attended for only one day, saying the students were not friendly. She was still attending her next school until the time of the interview.

See MAJOR ISSUES, Part 3 for further discussion of movement between schools.

15. TRAVELLING TIME FROM HOME TO SCHOOL : (See Appendix A, Question 35)

The majority (75%) of students lived close to their school. Nine students of all ethnic groups were travelling from between 6 to 11 hours a week (1 to 1½ hours per day). Five students were travelling 2 hours a day, and one female Polish student had been travelling 17 hours a week (3 hours a day) to her school to finish her matriculation year after her parents moved house.

It should be noted that there were a small number of students who spent a disproportionate amount of time travelling between home and school, and this could possibly affect their performance at school.

16. AMOUNT OF TIME SPENT DOING HOUSEWORK : (See Appendix A, Question 35)

Most students indicated that they helped in some way at home. Included here is the information for students who said they work ten hours or more a week.

10-15 hours	:	3 Kampuchean females 3 Kampuchean males 2 Vietnamese females 2 Vietnamese males 1 European male
16 hours and over	:	3 Kampuchean females 1 Kampuchean male 2 "Other" females

CASE DETAIL

One female Kampuchean/Chinese student counted 36 hours a week that she spent helping at home. Apart from the usual housework help, she had to help her father to make noodles for sale. She felt that she was expected to do too much work at home, and was concerned about the time left for her homework, but she said she needed to help her mother otherwise her mother would have to do the work by herself.

17. ETHNIC SCHOOL : (See Appendix A, Question 35)

32 (35%) out of the total 76 students in the sub-sample attended ethnic school every weekend during school terms. Time spent at

ethnic school appeared to range from 2 to 4 hours, and often involved an hour or more of travelling time.

Khmer	7 students
Vietnamese	9 students
Kampuchean/Chinese	12 students
Vietnamese/Chinese	1 student
European (all Polish)	3 students

18. STUDENTS' ATTITUDES TO LANGUAGE CENTRES

Although direct questions about language centres and literacy units were not included in the questionnaire, some students who had attended language centres made incidental comments about their language centre during the interview.

A Vietnamese male who had left school said that he thought the language centre was good, the teachers were friendly, and he learned English well while he was there. He thought five months was long enough to be in a language centre.

A Polish male who only attended high school for 3 months in Year 11 before he got a job said,

> "I can't really say anything bad about Gilles Street, because it's the best school I could go to".

Another student who has now left school said,

> "It was good. It was the happiest time for me here. I still have some friends from there. More Maths and Science would be good".

Three students said they would like to have had more Maths and Science at their language centre. One student felt he needed "more grammar, more pronunciation and more conversation".

It was pleasant to note that many students still kept in contact with each other two years after their time at the language centres, and this was especially evident amongst students who had left school. Several students were, in fact, found for the research, by students giving telephone numbers or names to contact. Some students were still in contact with their language centre or literacy unit teachers.

Further comments about language centres can be found in the CASE STUDIES.

19. SUBJECTS GIVEN UP AT HIGH SCHOOL : (See Appendix A, Question 23)

In response to Question 23, (List any subjects you have given up at high school, which subject, if any, you took up instead, and your reasons) 11 students indicated that they had dropped subjects because they found the English too hard. The subjects dropped were:

Biology	2
Economics	2
Geography	2
History	2
Accounting	1

Chemistry	1
Physics	1

Other reasons for change were varied, although a variety of subjects (16) were changed because they were too hard. It cannot be deduced from the answers that a particular subject appeared to be more difficult for the students.

20. SUBJECTS NOT TAKEN BECAUSE REQUIRED LEVEL OF ENGLISH PERCEIVED TO BE TOO HIGH : (See Appendix A, Question 22)

Many students misunderstood this question and mentioned subjects they were doing but had difficulty because of English, or subjects they couldn't do because of other reasons. Only those responses which resulted from a correct understanding of the questions have been included in these results.

30 students said they had not chosen subjects they would have otherwise been interested in because of difficulty with English. Some of these listed more than one subject. A total of 41 subjects were listed. These were:

English (mainstream)	5
History	5
Physics	5
Biology	4
Chemistry	4
Computing	4
Geography	4
Politics	2
Accounting	1
Business Studies	1
Drama	1
Economics	1
Maths I and II	1
E.S.L. P.E.S. Level	1
Social Studies	1
Typing	1

It is interesting to note that both Science and Social Science subjects are high on this list, indicating that students perceive that many different subjects, not just Social Science subjects, require a high level of English.

Two students (one from Kampuchea, one from Poland) stated that they did not take their English ability into account when choosing subjects - they did those subjects they thought would be interesting.

From comments made by students it seems that those who nominated Maths and Science subjects were often doing a more general, easier Maths and Science course but would have liked to do more advanced and specialist courses (for example, doing Maths IS but would like to do Maths I and II). Biology was perceived by several students as requiring more ability in English than other Science subjects, as was Computing compared to other Maths subjects.

21. ASPIRATIONS OF STUDENTS : (See Appendix A, Question 25)

Table No.20 shows the responses students gave to the question, "What do you want to do in the next five years?"

TABLE NO.20 : ASPIRATIONS OF STUDENTS

WHAT DO YOU WANT TO DO IN THE NEXT 5 YEARS?

[Note, the first numbers after each response refers to the number of times the response was selected overall. The number in brackets refers to the number of times the response was selected as one of the two most important choices.]

N=76 (those still at school)	1. Complete high school to Year 10	4 (1)
	2. Complete high school to Year 11	7 (3)
	3. Complete high school to Year 12	63 (26)
	4. Begin tertiary study (specify) See text for specific responses	0 (27)
	5. Begin other study or training (specify) See text for specific responses	38 (18)
	6. Get a job (specify) See text for specific responses	43 (8)
	7. Keep the job I have now	6 (2)
N=91	8. Help support my family	2 (1)
	9. Get married	10 (2)
	10. Buy a car	16 (0)
	11. Sponsor relatives to Australia	16 (1)
	12. Stay at home	2 (1)
	13. Other See text for specific responses	20 (3)

Note: Students responded to the question - "What do you WANT to do in the next five years?" Some students expressed a concern that they might not be able to achieve what they said, but the majority did not express this concern. Some (8) students gave two choices (for example tertiary study OR further training); these are both included.

21.1 High School

A large 83% of students who were still at school said they wanted to stay at high school to complete Year 12. Only 4 students intended to leave after Year 10, and 7 after Year 11.

21.2 Tertiary Study

As can be seen from Table No.21, 50 (55%) out of the total sub-sample (whether still at school or left school) expressed an interest in doing tertiary study. 27 students, or 30% of the sub-sample, gave tertiary study as their most important goal for the next five years.

TABLE NO.21 : STUDENTS WISHING TO BEGIN TERTIARY STUDY IN NEXT 5 YEARS – (N=91)

	KHMER	VIET.	KAMPUCHEAN/ CHINESE	VIETNAMESE/ CHINESE	EUROPEAN	OTHER
First choice	3	9	5	0	9	1
Second choice	2	4	4	2	11	0
TOTAL:	5	13	9	2	20	1
% of ethnic group in sub-sample	41%	76%	37%	40%	64%	50%

Students were questioned further about what course they would like to do, and those answers that were given are listed below.

The choices of students who had left school are indicated with an asterisk. If T.A.F.E. or another institution is named, this is because the student gave the name of the institution to the interviewer (indicating he/she had some idea about where the course was available).

Khmer females:

Pharmacy or nursing
Interpreters course, or language teaching course
*Nursing

Kampuchean/Chinese females:

Social Worker (perhaps part-time study)
Chemistry

Vietnamese females:

Radiography (if I get good marks)
Doctor or dentist
*Computing (if I get good marks in Adult Matriculation)
Medicine or Computing
Medicine
Accountant or Maths Teacher

Vietnamese/Chinese Females:

Don't know which course

European females:

*Polish	Nursing (already studying this course full-time)
Polish	Languages
Polish	Science or Maths
Polish	Archeology
Polish	Physics
Polish	Interior Design at S.A.I.T.
Czech.	Travel Consultant
German	Ceramics design
German	Medicine, Physiotherapy or architecture

Khmer males:

Computing or medicine
Medicine, pharmacy or architecture
Engineering or computing
Science, Maths

Kampuchean/Chinese males:

Nuclear Physics or electronic physics
Electronic Engineering
Electronic Engineering
Sociology, Social Work

Vietnamese males:

*Mechanical Engineering at S.A.I.T. (student already studying this course part-time) (In the workforce)
Engineering
Engineering and Design
Engineering
Engineering, Design, Mechanical Engineering
Science, e.g. Computing ("if I get good marks")
Electronic Engineering
Engineering
Don't know which course

Vietnamese/Chinese males:

None

European Males:

Polish	Economics
Polish	Electronics
Polish	Architect
Polish	Don't know which course
German	Don't know. Want to study only if can't be a Pilot
Czech.	Chemistry
Italian	Science
Greek	Don't know yet, depends on my marks

Other:

Syrian female	Biology, Chemistry ("if my language is O.K.")
Iranian male	Medicine

It can be seen from the above that students generally had high expectations for their future, and that tertiary course such as Engineering and Medicine held high esteem in their eyes.

It can also be seen that those girls who hoped to go on to tertiary study aspired to a wide range of careers, including both traditionally male and traditionally female occupations. However, engineering was a very popular choice amongst the boys and was not selected at all by girls.

21.3 Further Study or Training

From Table No.22 it can be seen that 38 students (42%) named "Other study or training" in their choices for the future. This was the first choice for 18 students (20%).

TABLE NO.22 STUDENTS WISHING TO BEGIN NON-TERTIARY TRAINING IN NEXT 5 YEARS

	KHMER	VIET.	KAMPUCHEAN/ CHINESE	VIETNAMESE/ CHINESE	EUROPEAN	OTHER
First choice	4	1	5	1	7	0
Second choice	2	3	8	2	4	1
TOTAL:	6	4	13	3	11	1
% of ethnic group						

Students gave the following details about their hopes for further study or training.

Khmer females:

Gave no details

Kampuchean/Chinese Females:

Nursing, banking, secretarial college
Dressmaking, sewing, child-care
*Bar-tending (for restaurant work)
Bar-tending (for restaurant work)
Computing at college, (part-time)
Business course (if can't do radiography - tertiary)

Vietnamese females:

None

Vietnamese/Chinese females:

Business College
Business College or nursing
Technical Drawing, Art, Geography
Sewing at T.A.F.E.

European females:

Polish	Business course for one year before tertiary languages course
Polish	Travel Agency course
Polish	Air hostess
*Dutch	Modelling
German	Typing, word-processing or cooking
Hungarian	Working with animals

Other:

Syrian female Hairdressing or secretary

Khmer males:

*Business Studies, T.A.F.E. Panorama
Mechanics, T.A.F.E.
Mechanics, T.A.F.E.

Kampuchean/Chinese Males:

English part-time for a year, before Sociology course
*Mechanics, T.A.F.E.
Introductory E.S.L. T.A.F.E. course at Croydon then Automechanics at T.A.F.E.
Auto mechanics at T.A.F.E. Regency Park

Vietnamese males:

Ship's navigator (if can't do computing - tertiary)
Automechanics, T.A.F.E.

European males:

Polish	"Engineering" at T.A.F.E.
*Polish	Technician - apprenticeship
*Polish	Electrician (studying now by correspondence)
Greek	Business Studies
*Greek	Interpreting, and acting, modelling training
German	Training to be a Pilot

It is interesting to note that students who didn't aspire to tertiary education made much more sex-stereotyped career choices than those who were considering tertiary study.

21.4 Jobs in the Future

In contrast to the large numbers of students naming tertiary study or further study as their first choice (30% and 20% respectively), only 8 students, or 9% of the total sample, gave "get a job" as their first choice for what they want to do in the next five years. 43 students or 47% nominated "getting a job" as one of their preferences. This was sometimes a part-time job to support them at university or college, or a job to take up after they had finished their study. It is significant that only 8 (9%) students are thinking of moving straight into the workforce from school.

Students gave the following details about preferred occupations. Here sex-stereotyping becomes even more evident.

Khmer females:

Librarian

Kampuchean/Chinese females:

Dressmaking, restaurant work, child-care
Dressmaking
Nurse, bank, clerk, or secretary
Selling airline tickets, bank clerk or post office clerk

Vietnamese/Chinese females:

Office, bank or nursing

European females:

Hungarian	Working in dog salon

Khmer males:

Automechanics, working for government

European males:

Greek	Bar work in restaurant
German	Police force

21.5 Other Responses

Students evidently do not feel under an obligation generally to support their family. This is perhaps contrary to the understanding that many refugee students from Asia are influenced in their choices by the need to contribute to the family income. However this does not mean that they are not expected to contribute. It means perhaps that the family value education so highly that they will not expect the student to make his or her decision for the future based solely on money. No doubt the student will still be expected to contribute, for instance with a part-time job (viz. the high response to "get a job" but the low number of first choices).

Only two students chose "stay at home", only one as first priority. Both these responses were by female students from Kampuchea, one recently married.

It is evident from the above responses that females from all ethnic groups had study or work rather than only home-making in mind when they considered their future. A similar trend was found in "Behind the Smiles" (Wenner, 1985).

See MAJOR ISSUES, Part 9, for further discussion on Students' future aspirations.

B2

RESULTS & DISCUSSION

sub-sample
●respondents still at high school

RESULTS & DISCUSSION - SECTION B(2) SUB-SAMPLE
(RESPONDENTS STILL AT HIGH SCHOOL)

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RESULTS AND DISCUSSION : SECTION B(2) SUB-SAMPLE - THOSE RESPONDENTS STILL AT HIGH SCHOOL - (N=76)

1. WAYS STUDENTS FELT SCHOOL COULD HAVE HELPED THEM MORE : (See Appendix A, Question 24)

Table No.23 summarises students' responses on this issue.

Note: It should be understood that if something is well provided at the school, the students' responses in that area will be low. The low response does not refer necessarily to a lack of interest or need in that area. For example, students have given a low response to "studying my own language" but in fact the majority of students are already studying their language.

TABLE NO.23 : WAYS STUDENTS FELT SCHOOL COULD HAVE HELPED THEM MORE

IN WHAT WAYS COULD SCHOOL HELP/HAVE HELPED YOU MORE?

[Note, the first number after each response refers to the number of times a response was selected overall. The number in brackets refers to the number of times a response was selected as one of the two most important choices.]

1. More English lessons (what kind?) 39 (37)
   See text for specific responses
2. Provided different subjects (which ones?) 11 (10)
   See text for specific responses
3. Student allowance 20 (9)
4. Studying with students my own age 13 (5)
5. Less time spent on unimportant subjects (which ones?) 14 (5)
   See text for specific responses
6. More help from teachers about school problems 31 (21)
7. Studying my own language 18 (12)
8. Studying in my own language 11 (4)
9. Help from an adult who could speak my own language 17 (8)

10. Help from someone at school with personal/home problems	9 (6)
11. Being able to study part-time	3 (3)
12. Homework classes after school or at lunch-time	17 (6)
13. Holiday school programmes	15 (6)
14. Other (specify) 9 (8)	
See text for specific responses	

The following comments refer to the responses of students still at school. The responses of students who had left school are included in Section C.

1.1 Ways Students Felt School Could Have Helped Them More - More English Lessons

Students' responses showed that overall they perceived the need for more English lessons as their MOST IMPORTANT need at school. 43% nominated this as a need, with 38% giving more English lessons as one of their top two needs.

When asked what kind of English lessons they felt school could give or could have given them to help them, many of these students said, "All kinds" (listening, speaking, reading and writing). Other responses were:

> "Pronunciation, reading and a little grammar".
>
> "Reminders about grammar. I forget and I write what I think" (Vietnamese male).
>
> "Help with English in Science".

A Vietnamese student in a school which had no E.S.L. teacher said that he needed "Special English lessons" (E.S.L. lessons).

1.2 Ways Students Felt School Could Have Helped Them More - Subjects

Students who nominated the response "provided different subjects" were not clear about which subjects they would like to study instead.

Very few subject names were collected by interviewers. One student said,

> "French, Italian. History about Europe".

Perhaps the response can be taken simply as an indication that

11% of students are not happy with the range of subject choice available, without knowing exactly what particular subjects they wanted to study. There is possibly a similar percentage of students, New Arrivals Programme students or otherwise, in schools, who feel this way about the choice of subjects at school.

A similarly unclear response occurred to "less time spent on unimportant subjects". It is interesting that so few students nominated this response, as language centre and literacy unit staff have in the past noticed some opposition to time spent doing non-academic subjects. It appears that after spending a number of years in the South Australian school system, students may have accustomed themselves more to the range of non-academic work they are expected to do. One Khmer girl gave P.E. as an unimportant subject.

1.3 Ways Students Felt School Could Have Helped Them More - Student Allowance

Nine students nominated "student allowance" as their most important response to "In what ways could school help/have helped you more?"

Some students gave the impression that they chose this (not as most important) because it was "a good idea" rather than a necessity, but for some students the issue of financial support was obviously a major one.

See MAJOR ISSUES, Part 4 for further discussion on financial support.

1.4 Ways Students Felt School Could Have Helped Them More - Studying with Students of own Age

As seen in Section A, 8.2 regarding the age of students, many students were older than the average age of the students in the year level in which they were studying.

One student, a Polish female who had begun tertiary study, gave this as her most important response. She said, "I felt like a grandmother". All the others were second, or below.

See MAJOR ISSUES, Part 2 for further discussion of age related issues.

1.5 Ways Students Felt School Could Have Helped Them More - More help from teachers about school problems

Students' responses showed that overall they perceived this as their SECOND MOST IMPORTANT need at school.

These problems could include subject choice, study itself, or a variety of other school related difficulties. Although it is not possible to say in which areas the students would like help, it is apparent that many students felt they needed more help at school.

See MAJOR ISSUES, Part 5 for further discussion on counselling.

1.6 Ways Students Felt School Could Have Helped Them More - Studying First Language

59% of students (42 students) in the sub-sample were already studying their first language. See Table No.24 for detailed analysis.

TABLE NO.24 : STUDENTS STUDYING THEIR FIRST LANGUAGE AT SCHOOL - (N=76)

	KHMER	VIETNAMESE	KAMPUCHEAN/ CHINESE	VIETNAMESE/ CHINESE	EUROPEAN	OTHER	TOTAL
Raw	2	8	11	5	15	1 *	43
% of all students in ethnic group in sub-sample	17%	47%	46%	100%	48%	50%	59%

* An Iranian student is learning his mother's language, German.

TABLE NO.25 : EUROPEAN STUDENTS STUDYING THEIR FIRST LANGUAGE AT SCHOOL - (N=31)

	GERMAN	GREEK	ITALIAN	POLISH	TOTAL
RAW	3	5	1	6	15
Percentage of all students in ethnic group in sub-sample	50%	100%	100%	40%	48%

The remaining 33 students who were not studying their first language were the total number who might have chosen "studying my own language" as something that was not available to them and therefore could have helped them at school. 55% of these students (18 out of 33) would have liked to study their own language. This statistic puts "studying my own language" high on the list of the suggestions from students for improvements at school. There were 15 students, or 20% of the total sub-sample who were studying their first language, and appeared not to want to do so.

Some students intimated that they did not want to study their own language at present, but would take it up as a P.E.S. subject.

See MAJOR ISSUES, Part 8.1 for further discussion of issues related to students studying their first language.

1.7 Ways Students Felt School Could Have Helped Them More - Studying in First Language

Few students felt the school should offer them the facility to study in their own language. This might be because they felt it could not be expected, although some students rejected this strongly, saying they needed to study in English as this was the language they would eventually have to study in.

1.8 Ways Students Felt School Could Have Helped Them More - Help from an Adult who could Speak Student's First Language

Students may have felt that this could not reasonably be expected to be provided in schools. The choices for this response are not high.

A Kampuchean/Chinese female said,

> "Interpreters are often no help. The language they use is too deep".

A Hungarian female said,

> "Someone at school (an office assistant) speaks Hungarian and has helped me".

It was mentioned by one student that someone speaking his own language would have been helpful when he first moved from the language centre, but not now.

A German student told of how frustrated she had been when she first came to Australia, trying to write her essays in English. She said,

> "I needed to write essays in German at the beginning, but I understood in the long run I must learn English".

This student had known what she wanted to say but had been hampered by her English. Provision of assistance for students to use their first language in their early study if they want to may help students to manage their transition from the language centres to high school.

A further discussion of the use of bilingual school assistants is included in MAJOR ISSUES, Part 6.

1.9 Ways Students Felt School Could Have Helped Them More - Help from Someone at School with Personal/Home Problems

It is possible that the low response is due to the fact that students were already receiving sufficient help from teachers in this regard. The low response may also be attributed to the fact that some students from some cultures do not see teachers as appropriate sources of such help. There were 17 students (19%) who would like more help with their personal/home problems.

See MAJOR ISSUES, Part 5 for further discussion of counselling issues.

1.10 Ways Students Felt School Could Have Helped Them More - Being Able to Study Part-time

The provision of part-time high school study options may be very useful for students in financial difficulties who are dependent on part-time work or Unemployment Benefit for their income.

2 students in the sub-sample were studying part-time at school. The small number of students (3%) who said that part-time study would help them at school, appears to indicate that part-time study is not a popular alternative amongst students who are still at school. There are two possible reasons for this. Firstly, many students were older than average, and to study part-time would mean completion of qualifications would take too long. Secondly, the option of part-time study may be less relevant to these students who were managing to study full-time.

Two students in the sub-sample were, in fact, only managing to stay at school because they were allowed to study part-time and receive Unemployment Benefit. Another student had had to leave school as outlined in the Case Detail below.

CASE DETAIL

A Kampuchean/Chinese male student living with his unemployed father, and younger brother who was still at school, had tried to study full-time at school, and receive Unemployment Benefit. This was not allowed by the school. He therefore left school and took up a casual appointment in a factory. He was hoping to find a school he could attend the following year which would allow him to apply for Unemployment Benefit while studying at school full-time. He was not keen to study part-time, even though he knew part-time study was a condition for Unemployment Benefit. He needed an income before he could return to school.

CASE DETAIL

Wojtek, a Polish male, had enrolled at high school part-time after leaving Gilles Street Language Centre. He had received Unemployment Benefit. After one term at school a job was found for him by the Commonwealth Employment Service. He had left school to take up the work, which was factory work, and had stayed at the job until the time of the interview. He said he had not wanted to leave school but after some time receiving wages he would have found it difficult to return to school and live without an income. He regretted finishing school at the end of Year 11. (His sister, on the other hand, had stayed at school, had matriculated and was then studying at tertiary level).

1.11 Ways Students Felt School Could Have Helped Them More - Homework Classes and Holiday School

7% of students (4 from Indo-China, and 2 from Europe) put homework classes in their top two responses to the question, "In what way could school help/have helped you more?" Altogether 19% (12 from Indo-China and 4 from Europe) thought homework classes would help them.

Holiday school was chosen as the first or second response by 6 students from Indo-China and none from Europe, and overall by 10 from Indo-China and 5 from Europe.

It was expected that the majority of students would be very keen to be given extra help outside school hours. The result shows students had less interest in this than expected. Some students indicated that they understood holiday programmes to be like those they had attended as new arrivals, and that such Beginning English Programmes would not meet their needs as high school students. This may have contributed to the low rating of this option.

CASE DETAIL

At one high school, assistance is offered by E.S.L. teachers after school for around an hour. Few students take advantage of this extra offer of assistance. Staff consider this might be due to the students' need to travel, or to weariness with school at the end of the day. Several students already have to stay after school to study their first language; this may be a factor.

It seems that some students would appreciate the extra help provided by homework classes and holiday programmes, but specific student needs (timing, content, etc.) need to be surveyed before implementing such a programme.

1.12 Ways Students Felt School Could Have Helped Them More - "Other"

The following added responses to the question were on varying topics.

> "I need somewhere quiet to study. The library is only open for 15 minutes at lunch-time and not at recess".
>
> "Give more attention when I don't understand".
>
> "The teachers need to have time to give extra help".
>
> "Less homework". (Polish female)
>
> "More science. More Maths".

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A student from Kampuchea who is one of only two Indo-Chinese students in the school said,

"More friends to help with my work".

2. REASONS FOR STAYING AT SCHOOL FOR STUDENTS OVER 15 : (Appendix A, Question 28)

71 students were over 15 and answered this question. Table No.26 shows their responses.

TABLE NO.26 : REASONS FOR STAYING AT SCHOOL FOR STUDENTS OVER 15 - (N=71)

IF YOU ARE OVER 15, WHY HAVE YOU DECIDED TO STAY AT SCHOOL?

[Note, the first number after each response refers to the number of times a response was selected overall. The number in brackets refers to the number of times a response was selected as one of the two most important choices.]

1. To learn English	44 (28)
2. To get qualifications/pre-requisites for study or job training	43 (49)
3. To be a better educated person	49 (32)
4. Because my family want me to	34 (9)
5. Because it's important to have finished high school	24 (6)
6. To get to know people	21 (3)
7. Can't get a job unless I finish school	18 (8)
8. To learn how to cope with living in the Australian system	32 (10)
9. Other (specify) 10 (5) See text for specific responses	

2.1 Reasons for Staying at School - General Education

The largest number of responses from students when asked why they decided to stay at school was related to education itself - "to get qualifications/pre-requisites for study or job training", "to be a better educated person".

2.2 Reasons for Staying at School - Learning English and about Australia

Responses relating to learning English, and to learning how to cope with living in Australia, (numbers 1 and 8) were also high on the students' list of choices. Staying at school to learn English was nominated by a large 62% of students, 55% giving learning English as their first or second most important reason. Often students mentioned both education and English/Coping with Living in Australia as being reasons for staying at school, and some students chose several of the possibilities given. It is therefore hard to deduce from this, whether either of these reasons - education or living/social needs - can be taken to be more important for the students as a whole.

2.3 Reasons for Staying at School - Social Contact

21 students (30%) came to school "to get to know people", but only three students nominated this response in their top two choices (all three were second choice). It seems that students found socialising at school important, but this was not at all a major reason for being at school.

2.4 Reasons for Staying at School - Family Pressure

Again, "because my family want me to" was on the list for 34 students (48%), but was only given as one of the top two reasons by 9 students (6 are second choice). Most students themselves appeared to see the importance of a good education.

CASE DETAIL

Duc, a Vietnamese male student aged 20 was quite open in telling the interviewer that he was only at school because his family wanted him to be there. He was leaving at the end of Year 10, and was doing little in the way of school work. He mentioned that he spent time with friends, "on the streets", and though his friends had tried-to persuade him to leave, he had been persuaded by his family to stay at school. He hoped to study auto-mechanics at T.A.F.E. after completing Year 10, or to find a job in auto-mechanics with the government.

2.5 Reasons for Staying at School - Other Responses

Some of the answers given to this question in addition to those listed as 1 to 8 were as follows:

Some answers were related to job prospects:

> "I want to get a good job to help in my community".
>
> "I don't want to do manual work".
>
> "I feel I'm still too young to go to work

Other answers were related to learning:

> "I am interested in Science".

"To learn about the new technology".

Some students enjoyed school:

"It's fun. I don't want to work yet". "It's good fun".

CASE DETAIL

Seng, a Kampuchean Chinese student from Kampuchea gave his reason for staying at school as follows:

> "My family hasn't got much education. I'm the eldest, so I want to be the one to get an education".

It is known that some Asian families value education so highly that they will encourage and support one family member to succeed in education, thereby bringing status to the whole family. Sometimes all other members of the family will put aside their education to support this member in his education. This places great pressure on the student to succeed.

3. WHAT STUDENTS LIKED ABOUT THEIR SCHOOL : (See Appendix A, Question 30)

When asked if they were happy at school (See Appendix A, Question 29) out of the 65 students who were still at school, 43 (56%) said they were "just O.K.", 2 (3%) said they were "Not happy", and 31 (41%) said they were "Very happy".

Table No.27 shows what students liked about their schools.

TABLE NO.27 : WHAT STUDENTS LIKED ABOUT THEIR SCHOOL - (N=76)

WHAT DO YOU LIKE ABOUT THE SCHOOL?

[Note, the first number after each response refers to the number of times a response was selected overall. The number in brackets refers to the number of times a response was selected as one of the two most important choices.]

1. There is a teacher I can talk to about my problems (which?)	28 (7)
See text for specific responses (e.g. Counsellor/E.S.L.)	
2. The E.S.L. teacher helps me with English	35 (13)
3. The E.S.L. teacher helps me with my subjects	31 (13)
4. There are lots of students who speak my language	14 (1)
5. The teachers are friendly	49 (10)
6. The students are friendly	34 (10)

7. I can study my own language	19 (4)
8. There's a good choice of subjects	31 (8)
9. There is an E.S.L. room I can go to	15 (0)
10. It's close to my home	32 (3)
11. Other (specify) 20 (7) See text for specific responses	

3.1 What Students Liked About Their School - Teacher Help with Problems

28 students (37%) nominated "there is a teacher I can talk to about my problems" as one of the reasons why they like their school, but only 7 (9%) put this as their most important reason.

Students were asked which teachers they felt able to talk to about their problems.

18 students (of all ethnic groups) out of the 28 said E.S.L. teachers. Four of these students named certain subject teachers as well as E.S.L. teachers.

Seven students mentioned a variety of different subject teachers, or said, "many teachers".

Only two students (Khmer males) named the student counsellor as a person to whom they go to to talk about their problems.

See MAJOR ISSUES, Part 5 for further discussion of the roles of counsellors and E.S.L. teachers.

CASE DETAIL

Sam, one of the Khmer students who had consulted the school counsellor about his problems, needed special help because of difficulties at school and uncertainties about his future. His E.S.L. teacher referred him to the school counsellor and on the student's request went with him for the first few meetings. After this, the student went to the counsellor on his own. The student was full of praise during the interview for the help the counsellor had given him.

3.2 What Students Liked About Their School - E.S.L. Support

Responses 2 and 3 relating to the E.S.L. teacher helping with English and subject work each carry the HIGHEST NUMBER OF FIRST CHOICES (13 each, or 34%, when combined, of total first choices). E.S.L. teaching, and the support given by E.S.L.

teachers in subject areas is evidently highly valued by students.

3.3 What Students Liked About Their School - E.S.L. Room

Most schools have a room or cluster or rooms where E.S.L. lessons are taught. In some schools these rooms are in the main building of the school, sometimes in a transportable building. (It is felt by some that the position of the E.S.L. room is an indication of the school's commitment to E.S.L. and multiculturalism in the school).

Some schools have the E.S.L. rooms open at all times of the day, with a teacher available before and after school, and during recess and lunch-time, to help students with study or other problems. Some schools close the room except for E.S.L. lessons scheduled during the day.

However, no students said that the E.S.L. room was the feature they liked most about their school, and only 15 (20%) mentioned the E.S.L. room.

3.4 What Students Liked About Their School - Presence of Friends who Speak Same Language

Only one student gave this response as his first choice, and only 14 (18%) nominated it. Indeed, some students, when they look for a suitable school after their language centre, actually look for schools with few of their compatriots, because they believed they would learn more English at such a school. It appears that the presence of friends who speak the same language is an important issue for some students, not for others.

3.5 What Students Liked About Their School - Friendliness of Teachers and Students

Although a few students said, "some teachers" and "some students" rather than all, most were quick to nominate the friendliness of teachers and/or the friendliness of students in their reasons for liking school. 49 students (64%) mentioned the friendliness of teachers, making this the response MOST FREQUENTLY CHOSEN. 34 (36%) mentioned the friendliness of students, making this response the SECOND MOST FREQUENTLY CHOSEN.

From these responses it is clear that students valued highly a welcoming and friendly atmosphere in a school, and that the majority of students felt that their school provided this.

See further discussion on student-student relationships and prejudice in MAJOR ISSUES, Part 7.

3.6 What Students Liked About Their School - First Language Study

43 students in the sub-sample were studying their own language at school, (See Table No.24) and 19 of those nominated this as something they liked about their school. 4 students nominated this as the feature they liked most about their school.

It is noteworthy that 23 students, or 55% of those who studied their first language at school, did not nominate this as a reason for liking their school.

See MAJOR ISSUES, Part 8.1 for further discussion on issues related to students learning their first language at school.

3.7 What Students Liked About Their School - Choice of Subjects

8 students (11%) liked their school above all because of the good choice of subjects it provides. 31 students (41%) named choice of subjects as a good feature of their school. It appears that the choice of subjects is an important feature for many students, but not one of the deciding factors in most of the students' choice of school.

3.8 What Students Liked About Their School - Other Responses

The following were other comments made by students.

> "I like the teaching methods".
>
> "The higher level of teaching".
>
> "The environment".
>
> "The way teachers teach E.S.L. - one to one".
>
> "There are people from different countries and no real tension". (Polish female)
>
> "The school has a good multicultural programme". (Kampuchean/Chinese male)
>
> "There's no uniform, and students are sensible".
>
> "This school's not as strict as some other schools. It has a good reputation".
>
> "No uniform". (Khmer male)
>
> "It's a popular school. There's nothing wrong with it".
>
> "I have some friends I can study with, and we can help each other".
>
> "Lots of camping trips". (Polish male) "The atmosphere is good. Good discipline".
>
> "The school helps with school fees and uniform".
>
> "There are some teachers who really want to teach".
>
> "Good discipline".
>
> "The teachers help me after school with my subjects".
>
> "There is a Polish teacher who helps". "I find the study is not too difficult".

4. THINGS THAT MAKE IT HARD FOR STUDENTS TO DO WELL AT SCHOOL : (See Appendix A, Question 31)

Students' perceptions of their difficulties at school can be seen from Table No.28 and Graphs No.1 and 2.

TABLE NO.28 : THINGS THAT MAKE IT HARD FOR STUDENTS TO DO WELL AT SCHOOL - (N=76)

ARE THERE THINGS THAT MAKE IT HARD FOR YOU TO DO WELL AT SCHOOL?

1. Yes
2. No

If yes, what?

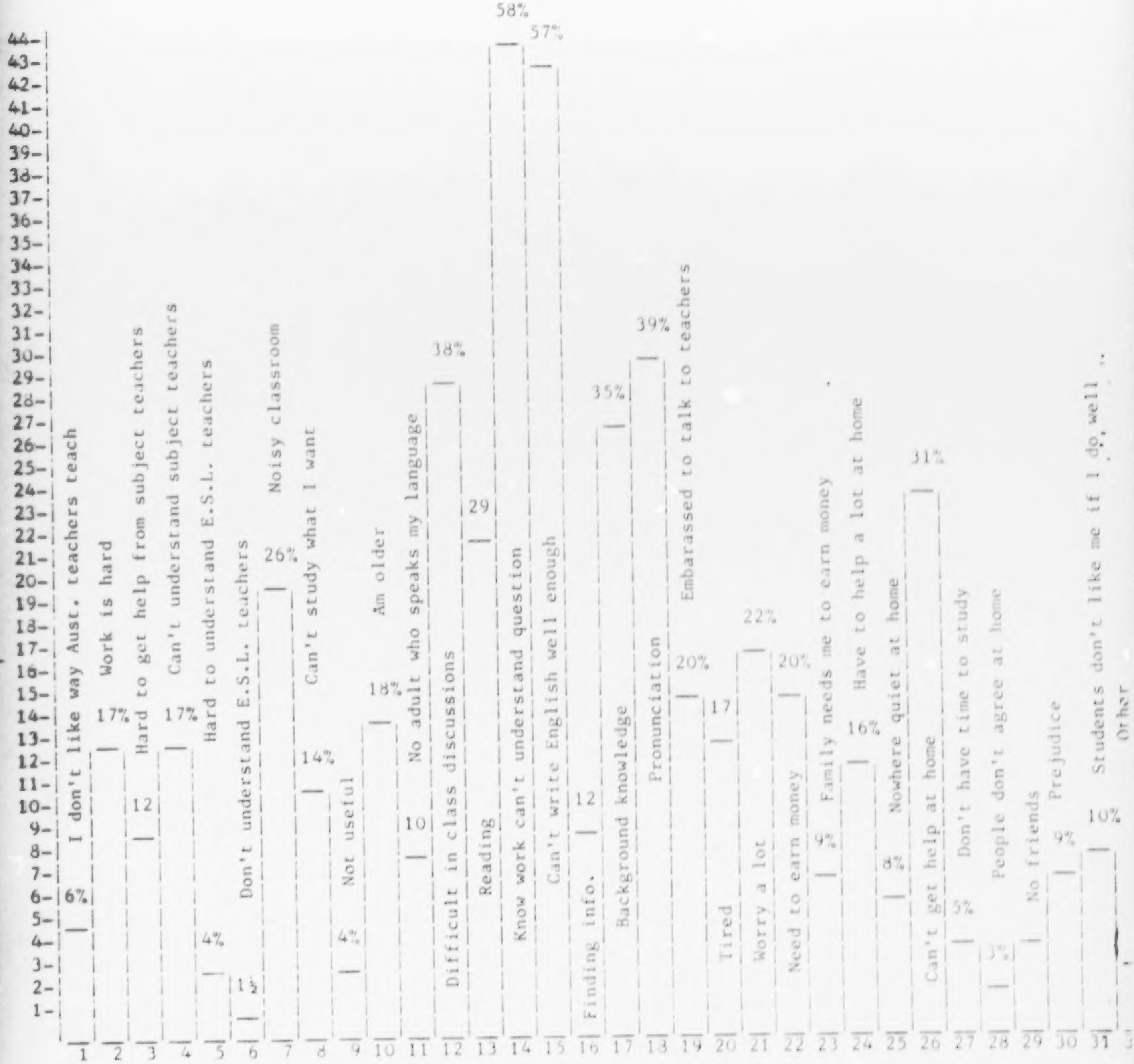
[Note, the first number after each response refers to the number of times a response was selected overall. The number in brackets refers to the number of times a response was selected as one of the three most important choices.]

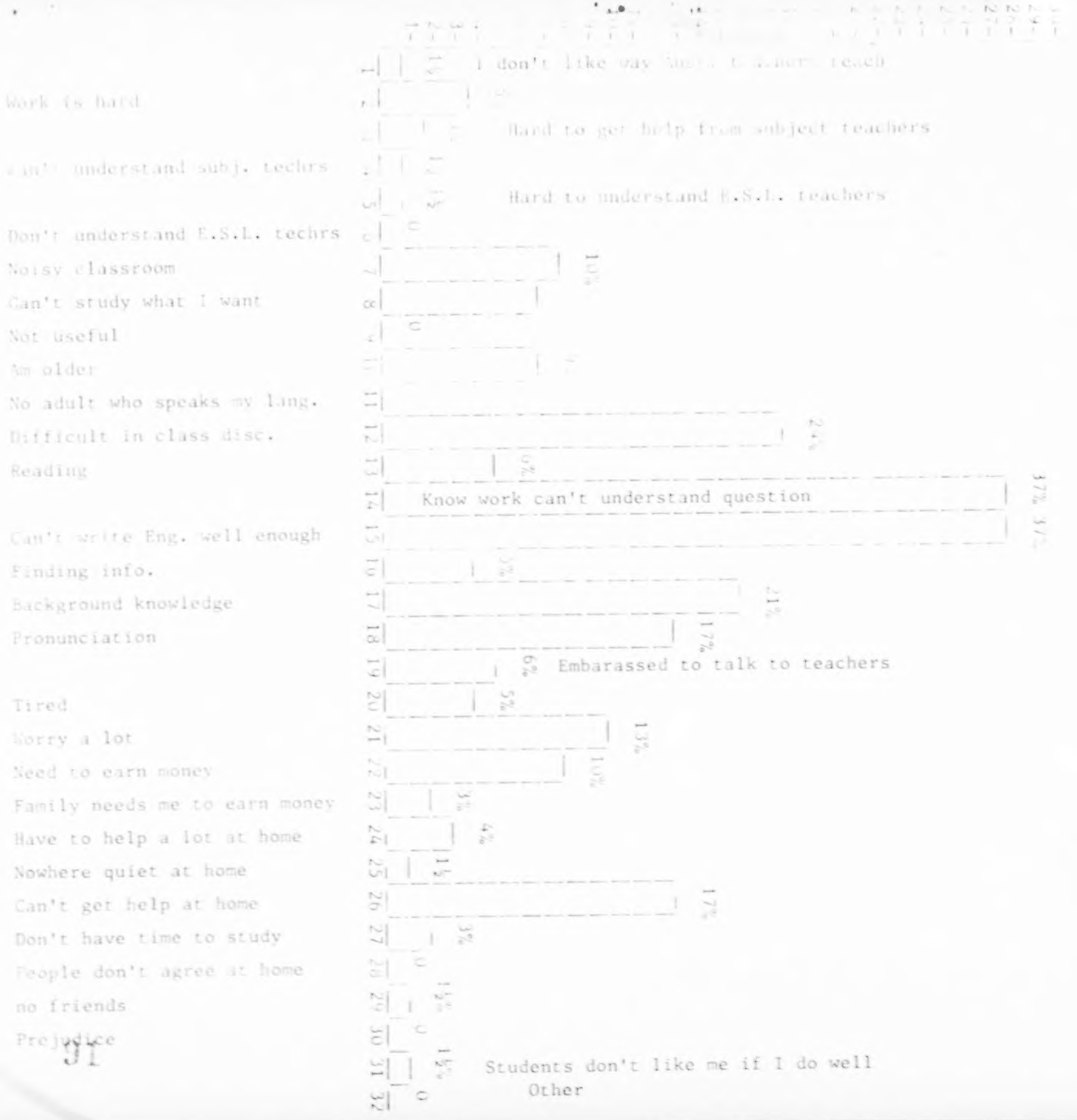
1. I don't like the way Australian teachers teach	5 (1)
2. The work is too hard	13 (4)
3. It's hard to get help from subject teachers	9 (2)
4. I don't understand subject teachers	13 (1)
5. It's hard to get help from E.S.L. teachers	3 (1)
6. I don't understand E.S.L. teachers	1 (0)
7. The classroom is too noisy	20 (8)
8. I can't study the subjects I want to	11 (7)
9. A lot of what I study I don't think is useful	3 (0)
10. I'm much older than the other students in my class	14 (7)
11. There's no adult at school I can talk to about school problems in my own language	8 (1)
12. I find it hard to talk in class discussions	29 (18)
13. I can't read well enough	22 (5)
14. I often know the work but I can't understand what the question is asking	44 (28)
15. I can't write English well enough	43 (28)

16. I can't find information in books	9 (4)
17. I don't have enough background knowledge in some subjects (which ones?)	27 (16)
See text for specific responses	
18. People often don't understand me because of my pronunciation	30 (13)
19. I'm too embarassed to talk to teachers and students	15 (5)
20. I often feel tired	13 (4)
21. I worry a lot	17 (10)
22. I need to earn money to support myself	15 (8)
23. My family needs me to earn money	7 (2)
24. I have to help a lot at home	12 (3)
25. I can't find anywhere quiet to work at home	6 (1)
26. I can't get help with my work at home	24 (13)
27. I don't have time to study at home	4 (2)
28. People at home don't agree with what I learn at school	2 (0)
29. I don't have many friends at school	4 (1)
30. I have trouble at school because of prejudice	7 (0)
31. Other students don't like me if I do well	8 (1)
32. Other (specify)	3 (0)
See text for specific responses	

GRAPH NO.1 : THINGS THAT MAKE IT HARD FOR STUDENTS TO DO WELL AT SCHOOL - FREQUENCY OF OVERALL RESPONSE SELECTION - (N=76)

N.B. Percentages show percentage of students in sub-sample (who were at school) who gave the response.





GRAPH NO.2 : THINGS THAT MAKE IT HARD FOR STUDENTS TO DO WELL AT SCHOOL - FREQUENCY OF RESPONSE SELECTION AS ONE OF THREE MOST IMPORTANT RESPONSES - (N=76)

The responses given by students are their perceptions of their difficulties. They can be categorized into three main sections:

(1) Difficulties relating to school, such as school procedures, and availability of help. (Responses 1 to 11)

(2) Difficulties relating to the language including the language skills of the student, and the language used in the teaching process. Also in this category are difficulties related to the knowledge the student brings to his learning. (Responses 12 to 18)

(3) Difficulties of a social and emotional nature, including difficulties relating to home and to school. (Responses 19 to 31).

4.1 Perceived difficulties of students relating to school procedures, school organisation, available help at school

The number of responses to these questions (1 to 11) are set out in Graphs No. 1 and 2. Difficulties relating to school organisation certainly exist from the students' point of view, but these problems are not high on the students' list of difficulties at school overall. The following are selective comments on the results.

Some students mentioned that "sometimes" should be added to responses 2 and 4 ("the work is too hard", and "I don't understand subject teachers".)

4.1.1 Teaching Methods in Australia

The one student who gave the response, "I don't like the way Australian teachers teach" as the most difficult problem was a Kampuchean/Chinese student. It appears that nearly all the students in the sub-sample have accepted the teaching methods in Australian schools. However, students might not have given this as a problem because they might not have wanted to criticize the teachers, and also because they feel they should accept what exists.

4.1.2 Noise in Classrooms

In contrast to the acceptance of teaching methods, it is interesting to note that many students have not managed to accept the change to higher noise levels in the classroom. One possible factor contributing to this response may be that high noise levels further increase the difficulty students have understanding spoken English.

4.1.3 Subject Teachers

Subject teachers are not criticized greatly. The above provisos (not wanting to criticize and accepting what exists) may also apply to this response. However, students rate difficulties relating to understanding, and being helped by, subject teachers as very low on their scale of problems at school.

There may, however, be a problem in the management by the subject teachers of the LANGUAGE difficulties of the student in their subject area. (See Section 4.2 below)

4.1.4 Subjects

Response 8 ("I can't study the subjects I want to") appears to relate to subject choice, a problem for all students in high schools with limited staffing. 14% of students chose this response.

A very small number of students (4% with none in top 3 choices) chose response 9 ("a lot of what I study I don't think is useful").

These responses relate to Question 24, where 11% of students indicated they were not happy with the range of subject choice available, and 15% of students said they would prefer "less time spent on unimportant subjects".

4.1.5 Adult Assistance in Own Language

It is possible that students gave a very small number of choices to response 11 ("there's no adult at school I can talk to about school problems in my own language" because they did not expect that it was feasible for such a facility to be made available to them. 18% of students put this card on the "Problems" pile, but only one student, a Khmer female, gave it a rating in her top 3 difficulties. One student said he would like to have had help from someone who spoke his language when he first started, but that he could manage now.

4.2 Perceived difficulties of students relating to language of classroom, language skills and knowledge of student

4.2.1 Participating in Class Discussions

This difficulty ("I find it hard to participate in class discussions") rates as the THIRD MOST IMPORTANT difficulty perceived by the students at school. A Vietnamese Year 12 female student said,

> "Yes! Many times I want to talk, but the teacher can't understand me well, and I don't want to waste time".

Half of the students who gave this response a place in their top three difficulties were European and half were Indo-Chinese.

CASE DETAIL

The experiences of one of the students included in the case studies illustrates how important a teacher's role can be. This Vietnamese male student (see Case Study : "Vo") found that the most difficult thing in his T.A.F.E. course was participating in class discussions. However he reported that his teacher drew him out, forced him to participate, and was patient when it took

him a long time to explain a point. He greatly appreciated this help.

See MAJOR ISSUES, Part 10.2 for further discussion on students' need for speaking skills.

4.2.2 Reading and Writing

Students predictably find writing English (a productive skill) to be more of a difficulty than reading (a receptive skill). Writing English was the SECOND MOST FREQUENTLY SELECTED DIFFICULTY OVERALL. Clearly E.S.L. teachers and subject teachers need to give considerable attention to developing these students' writing skills.

See further discussion on reading and writing in MAJOR ISSUES, Part 10.3

4.2.3 "I often know the work but I can't understand what the question is asking".

A very large 58% of students in the sub-sample picked this response as one of their problems, and 37% chose it as being in their first three. The problem TOPS THE LIST OF DIFFICULTIES NOMINATED OVERALL by students.

Of the responses listed in the three most important by individual students, this response, together with writing in English, ranked EQUAL HIGHEST.

The difficulty of "understanding what the question is asking" relates directly to the language used by teachers in their written questioning in assignments and in tests, as well as to the language of questions used in textbooks.

See MAJOR ISSUES, Part 10.4 for further discussion.

It must be remembered that these responses reflect student perceptions. Students may spend a lot of time rote learning work and believe that they have understood, but in fact they may not have fully grasped the concepts.

4.2.4 Pronunciation

Two students from Kampuchea, two from Vietnam, and one from Europe nominated pronunciation as their first difficulty, 10 others as second or third problems, and 30 students (39%) mentioned it as a problem for them at school.

The interviewers' personal assessment of the pronunciation of students as they spoke during their interviews was that the Vietnamese and Chinese students in particular seemed to have particular difficulty with pronunciation.

See MAJOR ISSUES, Part 10.2 for further discussion on pronunciation.

4.3 Social and Emotional Difficulties - Home and School

Students have generally given low ranking to problems related to home and their social life.

4.3.1 Worry

Three students from Kampuchea, three from Vietnam, and five from Europe, put worry in their top three responses concerning difficulties at school.

Worry often manifests itself in the form of headaches and stomach aches amongst students, who are not consciously aware that these might be due to worry. A social worker suggested it would have been better to have asked, "Do you often have headaches or stomach aches?" The wording of this response may not have tapped the extent of worry amongst the Indo-Chinese.

One student said,

> "I worry about my study. I just worry if I fail my exams, what I will have to do".

This statement probably summarises the thoughts of many students in South Australia, of all ethnic backgrounds, especially around the time of the year the interviews were conducted.

4.3.2 The Need to Earn Money

20% of students mentioned earning money as a difficulty, and 10% included it in their three most important difficulties.

For further discussion on the implications of students' financial problems, see Section B.1, 10, Section B.2, 3 and MAJOR ISSUES, Part 4.

4.3.3 Help with Study at Home

Many students seem to be aware of their disadvantage in not having help with their study at home. This is the SIXTH ranked problem in the list. The students who put these responses in their top three difficulties were 9 students from Indo-China and 4 from Europe. It is obvious that this might be a problem to a certain degree for many students in our schools.

4.3.4 Prejudice

Only seven students chose, "I have trouble at school because of prejudice". None of these students ranked it in their top three. Many students asked the meaning of the word prejudice. When asked what kind of things happened to him a Vietnamese male said,

> "Swearing, mostly in the yard, not in the classroom".

A Khmer female asked the meaning of the word, then said, and proceeded on to the next response, not picking this as one of her problems!

Some students indicated that they were sometimes the target for prejudice but that they had strategies for coping with this, for example ignoring the behaviour. It should be noted that the fact that students did not select this response does not necessarily mean prejudice does not exist in schools.

See MAJOR ISSUES, Part 7 for further discussion of prejudice.

4.3.5 Disliked because of Success

The eagerness of some newly arrived students to do well and the success that some students are able to achieve, has been known to cause consternation amongst the local population. A Year 12 Physics teacher noticed certain resentment amongst students which he has had to handle with care. Only seven students mentioned being disliked because of success as a problem, and none of these ranked this in their top three.

4.3.6 Other Responses

Not surprisingly there were not many other difficulties mentioned, after the list of 32 provided in the questionnaire. One student, a Polish female, said perceptively.

> "There are big differences in the way teachers teach between Year 10 and Year 11, and also between Year 11 and Year 12".

Some students find it difficult to adjust to these changes.

A Vietnamese female doing her P.E.S. this year said,

> "I need so much time to do my homework. The teachers say I'm overdoing my homework".

and a European student said,

> "Because of the limited number of subjects taken in P.E.S. here, you can't do a wide range of subjects; not like in Europe".

5. PARENT VISITS TO SCHOOL

Students were asked how often their parents or guardians visited their school to talk to teachers. (See Appendix 1, Question 36).

Table 29 sets out the responses of students. If the responses from students from Asia are combined under country of origin, the following interesting percentages result.

Never : Kampuchea - 66%
Vietnam - 33%
Europe - 32%

Once : Kampuchea - 9%
Vietnam - 4%
Europe - 5%

Several times : Kampuchea - 0%
Vietnam - 54%
Europe - 52%

It appears that there is little difference between the number of times the parents or guardians of students from Vietnam and from Europe visit the school.

More Kampuchean parents or guardians than Vietnamese or European parents have visited once only. However, the percentage of parents or guardians from Kampuchea who have never visited school is double that of parents from Vietnam or from Europe. According to the students, none of the parents from Kampuchea visited the school more than once.

An E.S.L. teacher commented that it can happen that parents of first phase language learners can be excluded from becoming involved in their child's education because of language difficulties and other factors, but also sometimes because the students deliberately take control of their own education. The teacher said that some students, especially older students from Asia, sometimes would not pass on messages to their parents about school functions or about meetings with teachers, because they felt that they could handle their education themselves and because their parents "would not understand anyway". However, it was the teacher's experience that often, when the parent was eventually contacted and the child's education was discussed, the parent was extremely grateful and happy that he/she had been contacted.

Although it is often hard to involve the parents of these students, it is essential that we do not take away the rights of parents to make decisions about, or to help their child make decisions, about the child's education. There is a significant difference between Kampuchean and other groups in the number of times parents or guardians visit schools.

TABLE NO.29 : PARENT VISITS TO SCHOOL

(3 questions not completed N=74)

	KHMER	VIETNAMESE	KAMPUCHEAN/ CHINESE	VIETNAMESE/ CHINESE	EUROPEAN	OTHER	TOTAL
Never	7	3	9	5	8	0	32
Once	3	3	4	0	4	0	14
Several Times	0	8	0	5	13	1	27
Many Times	0	0	1	0	0	0	1
TOTAL:	10	14	14	10	25	1	74

6. STUDENTS' PERCEPTIONS OF OWN PROGRESS COMPARED TO AVERAGE STUDENT IN YEAR LEVEL - BY SUBJECT

Students were asked to rate their progress in each of their subjects, comparing their progress to an average student in their year level. (See Appendix 1, Question 32). Table 30 sets out students' perceptions of their own progress by subject area.

Although students' perceptions of their progress will be based to some degree on marks given by teachers in class work and in reports, it is nevertheless interesting to note that on the whole students had a positive perception about their progress at school. In every subject the majority of students saw their performance as average or above.

More students were studying Maths and Science subjects, and therefore there is a larger number of responses in these subjects than in others. Responses in Maths and Science make up 40% of the number of responses. Table 30 also sets out percentages against the total for Maths and Science. Students' perceptions of their progress in Maths appear to be a little above their perception of their progress in other subjects, whereas in Science there are more at the 'Average' level, and fewer in the 'Well Above Average' range.

7. AVERAGE STUDENT RATINGS AND AVERAGE TEACHER RATINGS

For a comparison of the students' perceptions and teachers' perceptions of their progress, see Section D3.

TABLE NO.30 : STUDENTS' PERCEPTIONS OF OWN PROGRESS

COMPARED TO AVERAGE STUDENT IN YEAR LEVEL

	WELL BELOW AVERAGE	BELOW AVERAGE	AVERAGE	ABOVE AVERAGE	WELL ABOVE AVERAGE	TOTAL NO. OF STUDENTS DOING SUBJECT
First language	0	0	5	11	12	28
Other language	0	0	1	1	5	7
English	0	1	12	4	0	17
E.S.L.	1	0	20	11	6	38
Science	1 (1.5%)	7 (10%)	40 (55%)	19 (26%)	6 (8%)	73
Maths	0	3 (4%)	32 (43%)	24 (33%)	15 (20%)	74
Social Sciences	0	6	16	6	2	30
Art/Craft	0	2	5	5	1	13
Home Economics/ Tech Studies	0	3	11	15	9	38
P.E.	2	0	13	7	5	27
Performing Arts	1	0	4	2	1	8
Business Studies	1	2	10	4	1	18
TOTAL:	6 (1.6%)	24 (6.4%)	165 (45%)	113 (30%)	63 (17%)	371 (100%)

B3

RESULTS & DISCUSSION

sub-sample

•respondents who had left high school

RESULTS & DISCUSSION - SECTION B(3) SUB-SAMPLE (RESPONDENTS WHO HAD LEFT HIGH SCHOOL)

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RESULTS AND DISCUSSION : SECTION B(3) - SUB-SAMPLE - THOSE RESPONDENTS WHO HAVE LEFT HIGH SCHOOL - (N=15)

Fifteen students were interviewed. There were three categories of students in this group.

1. Those who were employed.

2. Those who were doing full-time study.

3. Those who were non-employed, (unemployed, married and at home and/or doing part-time study.

These students were asked questions 1 to 26, as were all students in the sub-sample. They were then asked separate groups of questions according to the category they were in. Two students belonged to two categories (non-employed and part-time study; employed and part-time study) and answered both sections.

1. GENERAL DESCRIPTION OF RESPONDENTS IN THIS SECTION

1.1 Employed

(1) Kampuchean/Chinese male, nearly 19. He moved high school once, then left during Year 10 to take up his present casual work as a machine operator in a metal factory.

(2) Vietnamese male, 25. He did not go to high school. He was unemployed for 5 months, during that time studying part-time in the S.A.I.T. English programme. He left his course to take up his present job in a rustproofing business. He was also studying part-time at the South Australian Institute of Technology, Associate Diploma in Mechanical Engineering.

(3) Polish male, 20. He left high school after only 3 months (September to end of year) in high school to take up his present job as Store Manager.

(4) Polish male, nearly 18. He moved high school once (too far to travel), and left after Year 11 to work as a Telecom technician, which is his present job.

(5) Polish male, 23. He attended a State high school from September to the end of the year after transferring from Gilles Street. He left to go to a job at General Motors Holden. He tried to study part-time adult matriculation at Port Adelaide, but was unable to finish his course because of his job. He is at present still working at G.M.H., but expects to be retrenched at the end of this year.

(6) Dutch female, 19. She now works as a packer at a macaroni factory. She has studied at T.A.F.E. and had various jobs. (See Case Study : "Anna").

(7) Vietnamese male, 22. He is now an apprentice hairdresser. He finished Year 11 at a State High School, and then

completed a pre-vocational course in hairdressing at T.A.F.E. (See Case Study : "Vo").

1.2 Full-time Study

(1) Polish female, 22. She studied three months in Year 11, then was able to matriculate after Year 12, and go on to the South Australian College of Advanced Education (Sturt Campus), first year of Diploma of Applied Science (Nursing).

1.3 Non-Employed

(1) Khmer female, 22 (official age 17). She was unemployed, having left school at Year 11 because of illness. She spent 3 months in hospital after leaving school, felt it was too difficult to go back to school and catch up and so stayed at home with her parents, not seriously looking for work because she was still unwell.

(2) Syrian female, 23. She tried a T.A.F.E. adult matriculation course, also computer programming. She was helping at the family restaurant from time to time. (See Case Study : "Diba").

(3) Khmer male, 22 (official age 17). He left high school in the middle of Year 10 in 1985, and was hoping to do a T.A.F.E. course in 1986. In the meantime he was staying at home, not seriously looking for work.

(4) Kampuchean/Chinese female, 18. She left high school in the middle of Year 10, to be married in December. She was not seriously looking for work until after the wedding.

(5) Kampuchean/Chinese female, 19. She left school at the end of Year 10, had a part-time job in a restaurant for 4 months, and had also done a 4 week training course for industrial sewing at T.A.F.E. She then married and stayed at home, not seriously looking for work at first but expecting to work in the future.

(6) Vietnamese female, 30, a former teacher in Vietnam. She attended high school after Gilles Street Language Centre for one day before she had a car accident. She did not return to school, but after one year studied adult matriculation at T.A.F.E. part-time. She was currently completing this course.

(7) Greek male, 20. He completed Year 12 after two years at high school. He then studied a community languages course at Adelaide T.A.F.E. for a few months. He was studying an interpreting course at T.A.F.E., and was doing part-time modelling.

The above students' responses to the first 26 questions (common to all) are included in Section B.1 and readers are referred to that section and to Major Issues for further comments. However, it is worth commenting generally on the answers from this group here.

2. WHO STUDENTS LIVE WITH : (See Appendix A, Question 8)

Eleven out of these 15 students lived with their parent(s), 3 with brothers or sisters, and one with her husband and her father and brothers.

3. WAYS STUDENTS FELT SCHOOL COULD HAVE HELPED THEM MORE? :(See Appendix A, Question 24)

Note: Two students did not attend school, therefore only 13 students answered this question. One student could see no ways that school could have helped her more. Details of responses are set out below.

3.1 More English Lessons

Four students said that they felt school could have given more English. One student specified more SPEAKING in English lessons, inside and outside school.

3.2 Subjects

One student mentioned Chinese lessons, and another said "Less maths, more English and more help to do subjects like computing".

3.3 Student Allowance

Four students felt student allowances would have helped them at school. Three of these students mentioned lack of money as a major factor in their leaving school. One student's father was happy for him to stay at school, but the family was in need of a breadwinner. The student asked the interviewer carefully about the chances of returning to school next year with Unemployment Benefit to help him.

Another student left school to help support her mother, because she said her mother had supported her through school and she wanted to help with the finances (with Unemployment Benefit) a little before she got married.

One student, during his brief stay at school, was receiving Unemployment Benefit, and officially attending high school part-time. This student subsequently received a call for a job from C.E.S. and was obliged to take it. He is still at this job, saying that he became used to having the income.

See MAJOR ISSUES, Part 4 for further discussion on financial support.

3.4 Studying with Students of Own Age

Three students said studying with students their own age would have helped them at school. A Polish girl said, "I was like a grandmother". One of these students (a 22 year old Indo-Chinese male) found it very difficult to settle down at high school in Year 10, despite being a capable and intelligent student.

See MAJOR ISSUES, Part 2 for further discussion on age related issues.

3.5 Less Time Spent on Unimportant Subjects

Two students gave this low priority. Subjects mentioned were Design, Typing and History.

3.6 More Help from Teachers about School Problems

Two students said this would have helped them. A Khmer girl gave this top priority.

3.7 Studying First Language

Only two students agreed with this. Both chose this as most important. (One wanting Chinese, one wanting Polish).

A Polish student said he preferred to spend time on something he didn't know already. A Khmer student said that, although Khmer was offered at his school, he had not studied it. He would have studied Khmer, however, for P.E.S.

Four of these students did study their own language. (2 Chinese, 1 Polish, 1 Greek).

Therefore 7 students (out of 14) did not see a need to study their first language, or perhaps, did not expect that it could realistically be offered. (For example, Syrian student).

See MAJOR ISSUES, Part 8.1 for further discussion on provision of first language in schools.

3.8 Studying in First Language

No students answered that this would have helped them at school. Again, it might be that they saw this as an unrealistic expectation of a school. However, a Polish student said,

> "Definitely not. We're in Australia, and we have to speak English here".

3.9 Help from an Adult who could Speak Student's First Language

Four students (two as "most important") thought this would have helped them. Comments were:

> "Sometimes, but not too often. We mustn't depend on them".
>
> "Sometimes"
>
> "Yes. If you do something wrong and you go to the principal, you can't explain yourself".
>
> "Yes, not really a teacher, but a tutor".

See MAJOR ISSUES, Part 6 for further discussion on bilingual support.

3.10 Help from Someone at School with Personal/Home Problems

Two students mentioned this as a way that school could have helped them more. One Khmer student seemed to have misunderstood the question because he went on to say he had been given a great deal of help by the school counsellor, and was very grateful for it.

See MAJOR ISSUES, Part 5 for further discussion on counselling.

3.11 Being Able to Study Part-time

No students mentioned this. (One student had been studying part-time).

3.12 Homework Classes and Holiday School

No students mentioned a need for homework classes. "Definitely no!" said one Khmer student.

Two students (both Indo-Chinese) mentioned that holiday school programmes could have helped them, but neither gave this as a priority.

3.13 Other Responses

The Greek student suggested special high schools for immigrants where an entire high school education can be completed, similar to a system operating in Greece for foreign students.

4. ASPIRATIONS OF STUDENTS : (See Appendix A, Question 25)

Information relating to the aspirations of students who had left school is included in Section B(1), 20, where the aspirations of all respondents are detailed. The following is a discussion of the aspirations of those who had left school only.

See MAJOR ISSUES, Part 9 for a general discussion of students' aspirations.

4.1 Tertiary Study and Further Training

It is interesting that twelve out of 15 students wanted to begin or continue with study or training.

Two planned to finish their tertiary course.

- European female - nursing
- Vietnamese male - part-time mechanical engineering

Two others wanted to study in the future.

- Syrian female -Biology/Chemistry
- Vietnamese female - Computing

Hopes for further study other than tertiary study, which were mentioned were:

- Kampuchean/Chinese male - mechanical engineering at Regency Park

- Khmer male - Business Studies at Panorama T.A.F.E.
- European female - modelling
- European male - apprenticeship for technician
- European male - electrician (being studied by correspondence)
- Khmer female - nursing (but thinking aiming too high)
- Syrian female - hairdresser or secretary
- Kampuchean/Chinese female - bar attendant at Regency Park T.A.F.E.
- European male - complete interpreting course, also acting/modelling.

4.2 Keep Present Job

Two students selected this response. They both felt that they had jobs which offered good career opportunities. They were:

- European male - store manager
- Vietnamese male - hairdressing apprenticeship

4.3 Marriage

Both the Kampuchean girls who were married or about to be married assumed that they would return to work. One didn't know what she would do, but said categorically that it should be "not heavy, not dirty and not sewing".

5. ANSWERS TO PARTICULAR SECTIONS IN QUESTIONNAIRE : (See Appendix A, Question 37-50)

The following responses were received to questions asked of students who had left school. Because of the small samples in each category, it is not useful to make general comments. The actual responses have been reproduced here because they give some indication of the feelings and concerns of this group of students.

5.1 Those in Employment only : (7 students)

Tables No.31 to 35 give a picture of the circumstances of these students' employment and of some of their difficulties. The descriptions given at the beginning of this section indicate the actual jobs these students had.

TABLE NO.31 : HOW RESPONDENTS FOUND THEIR JOBS - (N=7)

HOW DID YOU GET THE JOB YOU HAVE NOW?

[Numbers after each response indicate the number of times the response was selected]

1. Through work experience at school	(1)
2. Answering an advertisement in the paper	(1)
3. Applying for work at the workplace	(1)
4. Through friends or relatives	(2)
5. Through C.E.S.	(1)
6. Other (specify)	(1)

Through T.A.F.E. Course

TABLE NO.32 : NUMBER OF HOURS RESPONDENTS WORK PER WEEK - (N=7)

HOW MANY HOURS A WEEK DO YOU WORK?

[Number after each response indicates the number of times the response was selected]

1. Less than 10	(0)
2. 10 - 20	(0)
3. 20 - 38	(1)
4. More than 38	(6)

TABLE NO.33 : NUMBER OF RESPONDENTS IN PERMANENT OR CASUAL EMPLOYMENT - (N=7)

ARE YOU EMPLOYED ON A PERMANENT OR CASUAL BASIS?

[Numbers after each response indicate the number of times the response was selected]

1. Permanent	(4)
2. Casual	(3)

TABLE NO.34 : THINGS RESPONDENTS FOUND DIFFICULT ABOUT WORKING – (N=7)

ARE THERE THINGS THAT YOU FIND DIFFICULT ABOUT WORKING?

1. Yes	(6)
2. No	(1)

If yes, what?

[Note, the first number after each response refers to the number of times the response was selected overall. The numbers in brackets refers to the number of times the response was selected as one of the two most important choices]

1. Getting to know people at work	0
2. Understanding instructions	3 (3)
3. Understanding banking and handling money	1 (0)
4. Applying for jobs	0
5. Knowing my rights as a worker	2 (0)
6. Talking to my boss or other people at work about problems I'm having at work	(1)
7. People often don't understand me when I speak English	(1)
8. Finding jobs to apply for	

9. Other (specify) o Talking and making conversation with customers;

o Learning names of things in the shop and words to describe them;

o It's very noisy. I can't understand people when they talk far away. Sometimes people tease me about that. I don't like it.

o Talking and understanding when it's noisy or other people are talking;

o Slang is difficult;

o Talking and making conversation with customers.

It should be noted that the question in Table No.34 focussed on difficulties which could be related back to students' schooling. Therefore some other difficulties, for example transport, boredom, safety were not included.

CASE DETAIL

Tri, a Vietnamese man aged 26 chose "people often don't understand me because of my pronunciation" in question 49 as his most important difficulty. The researcher was not surprised because his pronunciation was extremely poor.

He told about how he had to call over an Australian work-mate to "interpret" for him when he had to talk to a customer. The same man was studying part-time at the Institute of Technology, and rated himself as "Above Average" amongst the other students.

Tri had chosen not to go to school after the Language Centre. He said he did not receive pronunciation lessons at the Language Centre - he was not complaining, but rather excused the teachers because he felt that they had no time to teach pronunciation to each student in the class.

Problems with oral communication figured largely in students' responses in this section.

See MAJOR ISSUES, Part 10.2 for further discussion on speaking and listening skills.

TABLE NO.35 : NUMBER OF RESPONDENTS GETTING TRAINING IN THEIR JOB - (N=7)

ARE YOU GETTING ANY TRAINING IN THIS JOB?

[Numbers after each response indicate the number of times the response was selected]

1. Yes (2)
2. No (5)

What kind of training? o hairdressing apprentice o Telecom Technician

5.2 Those not employed only (6 students)

Tables No.36 to 40 provide a summary of the circumstances, problems and opinions of those respondents who were unemployed.

TABLE NO.36 : THINGS UNEMPLOYED RESPONDENTS SPENT A LOT OF TIME DOING - (N=6)

WHAT SORT OF THINGS DO YOU SPEND A LOT OF TIME DOING?

[Note, the first number after each response refers to the number of times the response was selected overall. The number in brackets refers to the number of times the response was selected as one of the two most important choices.]

1. Watching T.V. or videos	2 (0)
2. Housework	0 (4)
3. Minding children for your family	2 (0)
4. Going out looking for jobs	3 (1)
5. Visiting friends	3 (0)
6. Other (specify)	3

o going to a restaurant and helping

o looking for courses e.g. T.A.F.E.

o studying

TABLE NO.37 : WAYS UNEMPLOYED RESPONDENTS BENEFITTED FROM PREVIOUS SCHOOLING IN AUSTRALIA - (N=6)

IN WHAT WAYS DID YOU BENEFIT FROM GOING TO SCHOOL IN AUSTRALIA?

[Note, the number after each response refers to the number of times the response was selected overall]

1. Not at all	0
2. I learned some English	5
3. I improved my general education	2

4. I got qualifications or pre-requisites for study	1 ("at Gilles St.")
5. I got qualifications or pre-requisites for job training	1 ("at Gilles St.")
6. I made friends	
7. I learned skills which I use now	1
(specify) How to communicate with people	
8. I learned about living in Australia	4
9. Other (specify)	

TABLE NO.38 : REASONS UNEMPLOYED RESPONDENTS HAD FOR LEAVING SCHOOL - (N=6)

WOULD YOU LIKE TO COMMENT IN MORE DETAIL ON WHY YOU LEFT SCHOOL, AND HOW YOU FEEL ABOUT THIS DECISION NOW?

- o I am happy about it
- o I left school to get married. It's good.
- o I feel very sad that I left school. I left because I was ill.
- o I left because I had a car accident. But I was unsure about high school because of the uniform, and my age.

TABLE NO.39 : PERCEIVED EDUCATION NEEDS OF UNEMPLOYED RESPONDENTS - (N=6)

WHAT KIND OF THINGS WOULD YOU LIKE TO LEARN NOW IF YOU HAD A CHANCE?

- o Computer Studies
- o Accounting
- o Nothing
- o Bar-work

- o More English, mostly speaking and writing, and filling out forms
- o Learn more English. More Maths.
- o More English. I hope to take a S.A.I.T. course in the holidays

TABLE NO.40 : THINGS THAT MADE LIFE IN AUSTRALIA DIFFICULT FOR UNEMPLOYED RESPONDENTS - (N=6)

ARE THERE SOME THINGS NOW THAT MAKE YOUR LIFE IN AUSTRALIA DIFFICULT?

1. Yes	6
2. No	0

If yes, what are they?

[Note, the number after each response indicates the number of times the response was selected]

1. I have trouble getting information about jobs	2
2. Applying for jobs	2
3. People often don't understand me when I speak English	1
4. I hardly ever meet Australian people	2
5. I don't know how to travel around Adelaide	0
6. I often feel lonely	2
7. I can't find out what there is to do in Adelaide	
8. Other (specify)	4

- o I feel less than other people. It's their country, not mine
- o I don't know about the law in Australia like buying a house
- o My sister and I are alone in Australia and have little contact with Vietnamese or Australian people.

5.3 Those Studying at T.A.F.E. or Tertiary Level (4 students)

Tables No.41 to 43 and the two CASE DETAILS illustrate the experiences of the respondents in our sample pursuing Tertiary or T.A.F.E. courses.

TABLE NO.41 : TERTIARY AND T.A.F.E. STUDENTS STUDYING FULL OR PART-TIME - (N=4)

ARE YOU STUDYING FULL-TIME OR PART-TIME?	
1. Full-time	2
2. Part-time	2

TABLE NO.42 : HOW WELL TERTIARY AND T.A.F.E. STUDENTS PERCEIVE THEY ARE COPING - (N=4)

RATE HOW WELL YOU THINK YOU ARE COPING COMPARED TO AN AVERAGE STUDENT DOING YOUR COURSE?

Well Below Average	Below Average	Average	Above Average	Well Above Average
(1)	(2)	(3)	(4)	(5)
		1	3	

TABLE NO.43 : THINGS THAT MAKE IT DIFFICULT FOR T.A.F.E. AND TERTIARY STUDENTS TO DO WELL AT THEIR STUDIES - (N=6)

ARE THERE THINGS THAT MAKE IT HARD FOR YOU TO DO WELL AT YOUR STUDIES?

1. Yes	3
2. No	1

If yes, what?

[Note, the number after each response refers to the number of times the response was selected overall]

1. I don't like the way Australian teachers/lecturers teach	0
2. The work is hard	1
3. It's hard to get help from teachers/lecturers	0
4. I don't understand teachers/lecturers	0
5. I can't study the subjects I want to	0
6. A lot of what I study I don't think is useful	1
7. I find it hard to talk in class/tutorial discussions	3
8. I study slowly and it's hard to keep up	2
9. I don't know how to write essays	0
10. I don't know how to sit for exams	0
11. I have trouble finding information in the library	0
12. I don't have enough background knowledge in some subjects	0
13. People often don't understand me because of my pronunciation	1
14. I often feel tired	0
15. I worry a lot	2
16. I need to earn money to support myself	1
17. My family needs me to earn money	0
18. I have to help a lot at home	0
19. I can't find anywhere quiet to work at home	0
20. I don't have time to study at home	0
21. I don't have many friends where I study	0
22. People at home don't agree with what I'm studying (My brother says it's a waste of time [Greek male])	1
23. I have trouble where I study because of prejudice (specify) ______	1
24. Other (specify) ______	1

o I rarely talk to people at College. We meet but don't talk much

CASE DETAIL

Phuong is a Vietnamese female student who was not interviewed for the sub-sample report because she was not found until too late. However, we were able to talk to her informally. Phuong had passed her matriculation and had enrolled for a teaching course at S.A.C.A.E. She subsequently deferred the course and joined the part-time Bridging Course for Vietnamese Teachers run by S.A.C.A.E. - Adelaide. She said this was to help her improve her English and to help her become more conversant with Australian teaching ideas. She also mentioned that she needed to earn money; but this did not appear to be her major reason for deferring.

CASE DETAIL

Soknara a Khmer student, official age 17 but real age 21, was not settling into Year 10 study, and decided, with the help of E.S.L. teachers and the school counsellor, to apply for a Pre-vocational Course at T.A.F.E. Soknara took the necessary test for entry into Pre-vocational courses at T.A.F.E. Soknara failed this test badly - not only the English test, but the Maths test too. His teachers, knowing his abilities, considered that he should have done much better than he did. Soknara appeared to have had difficulties with the newness of the situation of test-taking outside school, and especially with the language, and the following of directions for the test.

Soknara had worked as a mechanic for several years in Kampuchea, yet he was not able to gain admission into T.A.F.E. after this test.

RESULTS & DISCUSSION

case studies

CASE STUDIES - SECTION C

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CASE STUDIES : SECTION C

The following 8 Case Studies have been included in this research report in the hope that they will counter-balance the more fragmented, anonymous statistics that form the bulk of the report. They are an attempt to provide a more complete picture of the individual lives of the students that are the subjects of this study. The information contained in the Case Studies is intended to complement and elaborate on the issues which were examined through the questionnaire. As in the rest of the research report, the names of the students have in each case been changed.

"ANNA"

COUNTRY OF ORIGIN : Holland

ETHNICITY : European

SEX : Female

AGE : 19

DATE OF ARRIVAL IN AUSTRALIA : July, 1982

For the past five months Anna has been working as a packer for a macaroni factory. Despite some remaining difficulties with English she speaks very articulately about her experiences in Australia, which haven't quite met her expectations.

LIFE IN HOLLAND

Anna had completed high school to matriculation level in Holland. She lived quite comfortably with her parents and three sisters in a small town. Her father worked as a builder and bricklayer. Her mother had trained in accountancy and had worked as a secretary but was no longer in paid employment. Anna had quite enjoyed her studies and was planning to train as a hairdresser. She had studied English for one year, but had only learnt very basic vocabulary.

Anna's father had wanted to emigrate to Australia for a long time. He and his wife came to Australia for a holiday and to visit a friend here. On their return to Holland they began to apply for entry into Australia. They were attracted by the lower unemployment here than in Holland, greater opportunities for their daughters, the open space and the climate. Many interviews and two years later the family arrived in Adelaide. Anna was optimistic about the move and agreed with her parents' decision.

LANGUAGE CENTRE EXPERIENCES

After a week in Australia, Anna enrolled at the local Government high school. She attended there for three weeks but found it impossible to cope. She had thought she would manage, and would learn English more quickly there. She left the high school and went to Gilles Street Language Centre for eight months. She enjoyed attending the language centre and thought she was taught well there. However, she regretted that only basic English was taught there and would have liked to attend longer if more advanced English courses were provided. She didn't consider attending any other English courses after leaving the language centre as she thought they would all be the same and that Gilles Street was the best available.

Teachers at Gilles Street were very helpful if asked for advice but in retrospect she feels she didn't always know what to ask - especially with respect to further study and jobs. Attending Gilles Street taught her quite a lot about living in Australia but she could have used more information about employment, banking, health systems, insurance legal issues etc. She still feels there is a lot she doesn't know about the Australian system and she doesn't know where to go for information when she needs it.

EMPLOYMENT EXPERIENCES

On completing her course at the language centre, Anna wanted to train as a hairdresser. Teachers at the language centre helped her to apply for positions but she was unsuccessful. She was unemployed for a short time but was told at C.E.S. about T.A.F.E. pre-vocational courses. She then attended a T.A.F.E. pre-vocational course for hairdressing, office work and modelling. The course finished after nine weeks and Anna was again unemployed for about two months, before she found a full-time position as a snack bar assistant. She worked there for seven months but did not get on well with the boss - he thought she was cheeky, she thought he was inefficient, disorganised and often rude. On leaving that job Anna began to work as a casual sales assistant at a department store and continued to work there for a little over a year. At first she averaged about five hours work a day, but towards the end of her year there she was getting less and less work until she decided it was no longer worth her while to continue there. She thinks that younger girls were being employed in preference to her.

Anna again found employment quite quickly and is now working as a packer in a macaroni factory. She is employed as a full-time casual and works a lot of overtime. She's quite happy with this job because it pays well, though it's very boring. The people she works with are friendly.

The world of employment confronted Anna with more difficulties than she expected. Understanding people when they speak to her and making herself understood continue to be difficult at times, though less so lately. When working in the snack bar and at the department store she had trouble learning the names of the merchandise and descriptions - especially at the department store where she worked in many different departments. Understanding people on the phone was the most difficult. She did not mind asking for help and asking people to repeat things - some people were helpful but many were impatient. Although she now knows a lot more about basic banking, health care etc. she knows that the whole system is much more complex and she doesn't know her way around it. She feels she is unprepared to handle any unexpected event (e.g. an accident, conflict at work) and doesn't know where to go to get more information on things such as insurance, health cover, legal problems, possible study etc. She avoids discussing problems at work with either the boss or other workers because she is afraid of losing her job.

FUTURE PLANS

Had she stayed in Holland Anna expected to become a hairdresser and she pursued that goal on arrival in Australia. She applied for many positions, helped by teachers at the Language Centre and by her mother. She was unsuccessful and was often told she was too old. She was also told at several places that they preferred someone who had not done the T.A.F.E. pre-vocational course as they wanted to train their apprentices in their own way.

Anna then considered several other career options. She was interested in nursing but would have had to go back to school which she didn't want to do. She didn't have the skills for secretarial work and though acquiring

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them would take too long. She considered other apprenticeships, particularly cabinet making, but was told it was difficult for girls and again that she was too old. She hadn't enjoyed shop work and was not interested in jobs which involved dealing with customers. The only career that she is till hopeful of breaking into is modelling. She completed a grooming and modelling course and watches out for jobs. She is only interested in "a job with a future" and in particular wants to work as a photographic model. It's been difficult to get work in this field and Anna has found that many employers "expect you to flirt with them" and she's not prepared to do that.

Despite the difficulties she has experienced, Anna is glad that she does at least have a job which pays reasonable money, and she plans to return to Holland for a holiday in the next few years. She has been disappointed that things have not worked out as well as she expected her in Australia. Although there are opportunities here, she now feels that the language problem has disadvantaged her more than she expected. However, she intends to stay here as she believes that the unemployment problem is probably greater in Holland than here.

ETHNIC SCHOOL

Anna would be interested in studying Dutch at an ethnic school but to her knowledge there are none in Adelaide. Her mother also sees this as a sad lacking and would especially like her younger daughter to learn Dutch as she seems to be growing up speaking neither English nor Dutch well. Anna speaks Dutch with her own family but sometimes finds it difficult to speak Dutch with Dutch friends of theirs. She can see that she is beginning to lose her fluency in Dutch in some situations.

Anna's mother has also found it difficult to improve her own English. She has little contact with English speaking people as most of the neighbours work. She has attended some English classes for adults, but has not been able to find a class that suits her needs - she needs to improve her speaking and listening skills and finds the courses she has attended concentrate on reading and writing skills which she has less difficulty with.

FRIENDS AND LEISURE

Anna has not made many friends here, but says she also didn't have many friends in Holland. She has made some friends at work, but doesn't see them much outside of work. She feels that coming from a different culture makes it difficult to make friends and that people she becomes friendly with don't behave in the way she expects them to (e.g. coming to visit her). She feels also that people here bear grudges much more than in Holland.

Because she has few friends, Anna doesn't go out much, but she is rarely bored. She likes to read, watch T.V. and goes to Tai Kwan Do lessons. She and her family enjoy ethnic radio and television, though there are not many Dutch programmes.

FAMILY

Anna has discussed her study and work a lot with her mother in particular. Her mother has helped her to try and get work and with advice. She gets on well with her parents though they of course argue about small things. She feels that her parents are able to help her a lot, even though they are living in a new country.

The excitement and promise of a new life in Australia have definitely worn off now for Anna and she feels discouraged. Often people haven't been helpful and she feels Australia is very disorganised compared to Holland. However, except in times of anger, she intends to stay and make as good a life as possible for herself here.

"DIBA"

COUNTRY OF ORIGIN : Syria

ETHNICITY : Syrian

SEX : Female

AGE : 23

DATE OF ARRIVAL IN AUSTRALIA : March, 1982

At the time of her interview Diba is unemployed and looking for work. She is happy to share her experiences, though by nature she seems quiet and shy.

LIFE IN SYRIA

In Syria, Diba's father was a nurse and they lived quite comfortably. Diba completed six years of primary school, six years of high school and one year of university before she came to Australia. At university she studied a business course, but was not sure what she would do when she finished. She was happy with her life in Syria and did not want to come to Australia at all.

Her parents decided to come to Australia to join two of her brothers who had settled here. Her parents hoped that life would be easier here and that there would be more opportunities for their children. Diba was very unhappy about this decision but didn't consider staying in Syria without her family. She hadn't learnt any English in Syria and did not look forward to making a new start.

LANGUAGE CENTRE EXPERIENCES

On her arrival in Adelaide Diba attended Gilles Street Language Centre. She now says that was the best time of her life in Australia. She enjoyed the atmosphere at the language centre and was able to make friends there. A special class was created for a group of older students which she felt made learning easier. She liked the way English was taught but would have liked more Maths and Science. In general teachers were kind and helpful and she felt welcome at Gilles Street Language Centre.

SCHOOL AND STUDY EXPERIENCES

From Gilles Street Diba went to a Government high school and studied Year 11 for four months at the end of the school year. She found her high school experience extremely frustrating and "felt uncomfortable" there because of her age. The work was very difficult and she was embarassed by her lack of success compared to the younger students. Teachers were friendly and tried to help. Diba doesn't blame the school for her failure. She feels now that it was not the right thing for her to do at that time and her own lack of motivation and unhappiness at being in Australia were important factors.

At the beginning of the following year she enrolled in Maths I and Maths II at an adult matric college. She would have liked to study Economics, but felt her English was not good enough. Again she was not highly motivated to attend, felt she didn't get enough support and interaction with other students, missed a lot of classes towards the end of the year due to family commitments and eventually did not sit for her exams. During the summer she attended an English course at the S.A.I.T. Language Centre but felt it wasn't as good as Gilles Street had been and she didn't learn much more from doing it.

Diba enrolled in a T.A.F.E. course in computing at the beginning of this year. It was a part-time course involving four hours contact time a week only. She continued the course for three months but then dropped out because she found it too difficult. She felt she lacked both background knowledge and English skills to cope.

UNEMPLOYMENT EXPERIENCES

Since then Diba has been unemployed apart from two casual waitressing jobs which she was not able to keep because "they said I was too slow". Her family manage a restaurant and she helps there occasionally when she is bored. She spends a lot of time at home helping with housework and watching T.V. She also visits friends and spends time looking for jobs, but she finds it difficult to go out. When she was first unemployed she spent a lot of time looking for jobs and applying for jobs through C.E.S., by asking at shops and by looking in the paper, but now she is not as enthusiastic.

Diba feels now that attending the language centre and the high school gave her some skills which she is able to use now - in particular learning English, learning to live in Australia and learning how "to communicate and relate to people". She does regret not completing Year 12 but feels she couldn't have done so at the time.

FUTURE PLANS

At the moment Diba's future plans are rather vague. She would like at some time to do some more study, either in computing, biology or chemistry. She had also considered doing training for hairdressing or secretarial work but is not sure how valuable certificates of this kind are. "When it comes to getting a job they want experience". Diba also hopes to return to Syria for a visit in the next few years. For the time being her immediate hopes are focussed on getting some kind of work.

FAMILY

Diba lives with her parents and brothers, all of whom are employed. She draws Unemployment Benefit. She gets on well with her family and in general does not discuss her plans much with them. They are happy to let her make her own decisions and are not very concerned about her schooling.

FRIENDS AND LEISURE

Diba does not have a lot of friends who she sees now, though she did make friends at the language centre and the various courses she attended. Now she mainly sees family friends. She says that most of the friends she has had were "not really my type" and attributes this to different customs and cultures. She rarely goes out except to the family restaurant and says she often feels lonely.

Although Diba still does not feel very happy in Australia she says it is unlikely she would return to Syria permanently - she wouldn't feel happy there either, now. On the one hand Diba says that "Australia feels like home now". She feels alienated from Syria, but on the other hand she says that here in Australia, "I feel less than other people - it's their country not mine". For this young woman migrating has obviously been a very unsettling experience, one which she has not yet recovered from.

"EANG"

COUNTRY OF ORIGIN : Kampuchea

ETHNICITY : Chinese

SEX : Male

AGE : 20

DATE OF ARRIVAL IN AUSTRALIA : November, 1981

Eang is currently completing Year 10 at a Government high school. He is a quiet, thoughtful young man, a little shy. His E.S.L. teacher suggests that he is doing quite well and may succeed in eventually gaining entrance into University if he continues to progress as he has been. This would be quite an achievement for Eang, who had almost no education before coming to Australia three years ago.

LIFE IN KAMPUCHEA

In Kampuchea Eang lived with his family of six in a small town. His father was a farmer with a small piece of land and his mother sold the farm produce. Eang's parents had come to Kampuchea from China, where they had only had four or five years schooling themselves.

At this time Eang did go to a Chinese school for one or two hours every day, but this was in secret and he didn't learn to read and write properly in that time. After the Khmer Rouge took control, Eang's family moved frequently but managed to stay together, though his father died as a result of illness. In 1979 his mother, three brothers and one sister were able to walk to the Thai border and reach a refugee camp. They remained in the refugee camp for four years, living in bamboo "long houses" which housed up to 20 families in partitioned sections. Whilst at the refugee camp Eang attended school for one hour a day, but irregularly. The teacher was Kampuchean, and Eang began to learn English there. Finally Eang's family was sponsored to Australia by his mother's cousin who was living in Adelaide.

LANGUAGE CENTRE EXPERIENCES

When Eang arrived in Australia he began to study at The Parks E.S.L. Literacy Unit. It was very difficult at first but Eang had arrived in Adelaide with a group of Kampucheans, many of whom also went to The Parks and this helped him a lot at the beginning. He enjoyed attending The Parks. After a life without much education, and four years in a refugee camp with little to do Eang found the work at The Parks very interesting and for the first time he felt he was making real progress in learning. Learning English was frustratingly slow. Eang left The Parks after eighteen months to go to high school. In retrospect he thinks his English wasn't quite good enough and it may have helped to stay a bit longer at The Parks. Eang found all the subjects he had studied at The Parks interesting and useful when he started high school, though he believes that learning English at the language centre was more important than subject content. "Especially, if you know English better it is good. It's easy for you to understand and read, so if your English is good enough you will find other subjects much easier".

HIGH SCHOOL EXPERIENCES

When Eang left The Parks he chose to go to a Government high school, where he is still studying. He chose this school because he had some Kampuchean friends already studying there who could help him. He lived quite close, but didn't want to go to the school nearest his home because he had heard from friends that it wasn't a very good school - that there were many fights at the school and a limited subject choice.

Eang couldn't remember much about his first days at high school. He made some Australian friends in the first few weeks, but most of the students weren't friendly, "Most of them were very nasty ... they tease you and laugh at you ... I just forget them ... it's not difficult at all".

The most difficult thing for Eang at high school was understanding people when they spoke. At first he could understand very little of what was said to him by either teachers or students, because they spoke quickly. E.S.L. teachers were very helpful and supportive. All teachers would help him if he asked them, but he got most help from his Kampuchean friends.

Eang likes the variety of subjects taught in Australian schools. He still is not confident about his English, especially his listening ability, and would like more help, though the help he does get is good. He feels the discipline in the school is generally O.K. and he feels comfortable about the way teachers and students interact. Generally the school looks after students from non-English speaking background well. Teachers are usually happy to help him at lunch-times and this is very valuable but Eang feels that being able to get help with some problems from a Chinese speaking person would be very helpful. Holiday programmes for students like himself are a good idea but he probably wouldn't attend because he needs to work in the holidays.

Eang is of course much older than other Year 10 students. He hasn't found this to be a problem socially, but he believes it has made learning English more difficult for him, "If you are a little bit older you find it's very hard with learning a language, but, if you don't come to school and you go to work straight away it's very hard with your English speaking".

ETHNIC SCHOOL

Eang doesn't attend Chinese ethnic school on the weekend. He would be interested in doing so, but has enough work at school. He would prefer to be able to learn Chinese at school and feels that it is important that he become literate in his first language.

FUTURE PLANS

Thinking about the future is difficult for Eang. When he first started school his only goal was to learn English and now he hopes to complete Year 12, but he has no real plans beyond that. It is still too difficult for him to guage the likelihood of success and what options would be possible for him. His family encourages him to continue to study, but they don't mind what. He is the youngest in the family and the only one who is studying. He feels he has been given enough information from teachers about jobs and future study but this hasn't helped him decide about his own possible future. Eang expressed some interest in "helping people with language problems" but was rather uncertain about that. He has chosen his Year 11 subjects : English, Maths I and II, Accounting, Physics, Chemistry - these are the subjects he was interested in doing.

FRIENDS AND LEISURE

Eang doesn't have a lot of spare time because he spends four to five hours a day doing homework. He has quite a lot of friends, mostly Chinese and Kampuchean. He has a few Australian friends at school and one close Australian friend (a priest) who helps him with his problems. Mostly he sees his friends at school, they don't live near him. At home he watches T.V. and occasionally visits friends or goes out with them. He quite often helps interpret for his mother, but doesn't help with housework.

FAMILY

Eang gets on well with his family but it is difficult for them to help him make decisions about study and his future. He would like to get more advice from his family. His mother encourages him to stay at school and study but doesn't understand much about his school life. He thinks it might help if his mother had more information about school and career matters.

After four years in Australia Eang is very happy here, "much better than before". He expects to stay in Australia, though if Kampuchea was free he might like to go back there.

"K I M"

COUNTRY OF ORIGIN : Kampuchea

ETHNICITY : Chinese

SEX : Female

AGE : 18

DATE OF ARRIVAL IN AUSTRALIA : March, 1982

Kim is a quiet, friendly girl. She seems much younger than her date of birth suggests, but underlying that is a surprising maturity. At the moment Kim is just completing Year 10 at a Government high school.

LIFE IN KAMPUCHEA

In Kampuchea Kim's parents owned quite a large shop in a medium sized town. Her parents were both Chinese. Her mother had been born in Kampuchea, her father had come illegally from China as a young man because his family had been very poor in China.

Kim's older sisters and brothers (she had 10) had gone to Chinese school but by the time Kim was old enough Chinese school was no longer allowed in Kampuchea. Her three oldest sisters taught her and the neighbourhood children in secret in the front room of their house for about a year.

Then Kim's family were forced to move to the countryside where they worked in the rice fields. Except for her oldest brother and sister the family was able to stay together though they had to move many times. During this year her father, sister and two brothers died.

In 1979 Vietnamese soldiers came to the place where Kim's family were working and escorted them and many other people to Battambang, a nearby town. There her mother made cakes to sell in exchange for rice. Kim says the Vietnamese soldiers were very kind, and helped her family and many other people. After a few months her family walked to the Thai border, a journey which took about two or three days. They lived in a makeshift border camp for a few months until they could get into a refugee camp.

In the refugee camp they were given food, clothes and were able to build a small house; "it was better than in Cambodia". Kim and her family lived in refugee camps for three years. There was not much to do. Kim's brother gave her some lessons and taught her a bit of English, but her family didn't have any money to pay for her to go to school.

When she arrived in Adelaide, Kim was enrolled at The Parks E.S.L. Literacy Unit. She was very excited; about going to school. At first she couldn't understand anything, but it was alright because the teachers knew and helped her a lot. Kim attended the literacy unit for nearly two years and felt that what she learned there prepared her well for high school. A bit more background in Maths and Science would have been useful when she started high school but Kim feels that a good knowledge of English was more important.

HIGH SCHOOL EXPERIENCES

On leaving the literacy unit, Kim enrolled in the government school nearest her home. A year later she changed schools because her family had moved house. Her overwhelming impressions of high schools in Australia focus on the other students; "they are not good". Kim finds Australian students impolite, unfriendly, often rude (to her and to their teachers) and noisy. In general she has found that other students don't talk to her unless she approaches them, and even then they are not very friendly. She is embarassed to initiate friendships with Australian students because she feels that as she is new to the country, it is up to them to make the first move. At both schools most of her friends have been Indo-Chinese.

Kim was very scared when she first started high school. At first she could understand very little and relied heavily on her friends to help her. She has found the E.S.L. teachers helped her a lot. Other teachers usually help if she asks them but she doesn't very often. At first she was too embarassed to ask for help, but now it's not so bad. There are some teachers (including her home group teacher) who frighten her and she avoids talking to them.

When Kim left the literacy unit she attended a holiday programme which she found very useful. She would have liked the chance to attend more of these as she feels that holidays for her are precious learning time wasted.

ETHNIC SCHOOL

Since she has been in Australia, Kim has attended Chinese school for two hours a week. She enjoys it very much. She thinks it is important that she becomes literate in her first language and would like the opportunity to study Chinese at high school.

FUTURE PLANS

Had Kim stayed in her own country, without the disruption of war, she would have liked to study medicine or become a nurse. However, since leaving Kampuchea her future has been so uncertain that she has not made any plans. When she started high school, her only aim was to learn English properly. Now she thinks ahead as far as next year and intends to do Year 11, "my mum wouldn't let me stop studying". In response to the question, "What jobs are you interested in?", Kim replied, "Secretary, but I can't, it's too hard, too long time".

FAMILY

Kim lives here with her mother, sister and three brothers. Her oldest brother manages a take-away restaurant and the others are all at school. Her mother draws unemployment benefit. Her mother doesn't help her much with school concerns because she doesn't understand the Australian system. She just tells her to keep studying, but she understands that it is hard and she trusts Kim to do the right thing.

Kim is happy to make her own decisions but her brothers and sisters also help each other a lot.

FRIENDS AND LEISURE

Most of Kim's friends are Chinese or Khmer. She has no Australian friends, "they are not really friendly to us, they just say hello and go away - how can we make friends with them"? Kim doesn't feel lonely in Australia. She has a few friends at school and her family has many friends, who they see a lot of.

Kim doesn't have a lot of leisure time. She spends about 3 hours a night doing homework and about two hours a night helping her mother with housework. She has just started working at her brother's restaurant because it's the end of the school year and she wants a job in the holidays. She works there as a waitress and helping in the kitchen every night from about 5:00 p.m. to 10:00 or 11:00 p.m. Sometimes she visits friends or watches T.V.; she isn't often bored.

Kim expects to stay in Australia and is happy living here. "It's a good country, no war, enough food". The main thing that Kim misses is the sense of community that existed in Kampuchea before the war. "It's a bit boring living here, very silent. If we stay at home there is only one family, no-one near to visit ..... Other people are just working and get money ..... it's boring".

"L I E M"

COUNTRY OF ORIGIN : Vietnam

ETHNICITY : Vietnamese

AGE : 19

SEX : Male

DATE OF ARRIVAL IN AUSTRALIA : February, 1983

Liem has just completed his Matriculation and is anxiously awaiting his results. He is relieved that the ordeal of exams is finally over and is relaxed and happy to discuss his experiences.

LIFE IN VIETNAM

In Vietnam Liem lived with his parents, sister and three brothers in an average sized house in Saigon. Liem's father was a teacher, which meant the family lived reasonably comfortably, though teachers were by no means well paid.

Liem attended five years of primary school and five years of high school in Vietnam. He studied Maths, Biology, Physics, Chemistry, Geography, Politics, Vietnamese and English. He says that his study of English didn't help much in Australia because he had mainly learnt to read and write and had forgotten most of it by the time he came to Australia.

After 1975 Liem's father was no longer allowed to teach because he had been an officer in the previous government. Instead he worked in a shop. He also had to undergo "re-education" for three years. In 1982 Liem and his father managed, after several expensive and unsuccessful attempts which resulted in gaol terms, to escape by boat to a Malaysian refugee camp. Because Liem's father had co-operated with the Australian armed forces in Vietnam, they were quickly accepted for settlement by the Australian Government and only spent three months in the refugee camp.

LANGUAGE CENTRE EXPERIENCES

When he first arrived in Adelaide, Liem enrolled at the Port Adelaide Language Centre. After about two months he transferred to Gilles Street Language Centre because his family had moved house and he attended there for about six months. Liem found the education he received at the language centre was good for newcomers except that because there were many Vietnamese students there he didn't practice his English much. He didn't mix much with students from other countries.

He thought that the sort of things they learnt at the language centre were good preparation for high school, especially information about the Australian education system and visits to high schools. He would have found more advanced Maths and Science useful, but realises it would be difficult because of the many different levels and backgrounds of the students. Liem didn't feel that his English was good enough to cope with high school when he left the language centre, but doesn't think it would have helped him to stay longer. At that stage he was able to learn English more quickly at high school.

Before starting high school, Liem attended a summer English programme and was very grateful to be able to do something constructive during his holidays.

HIGH SCHOOL EXPERIENCES

Liem decided to attend a Government high school where he had some friends and which he had visited while at the language centre. He chose it because his friends said it was a good school and the discipline seemed to be better than at other schools he had visited. Liem didn't get much advice from his teachers but his father encouraged him to choose a school with good discipline, though he couldn't help him much with his choice.

Liem vividly remembers his first days at school. "It was very embarassing and I couldn't understand a thing". He recalls one incident where the teacher asked the students not to erase what was left on the blackboard. Liem misunderstood and, thinking he was being helpful, he cleaned the board! He laughs about it now, but was very embarassed at the time.

Most students were quite friendly, but Liem was very grateful to have Vietnamese friends at the school to help him. Teachers, especially E.S.L. teachers helped him a lot. Subject teachers were usually happy to give him extra help if he asked for it. Liem chose subjects which needed less English - Maths and Sciences. He would have liked to do Biology, but thought it would be too hard. He tried to study Geography, but couldn't manage to write essays and gave up.

Generally, Liem thinks Australian schools provide a good education. There is more practical, experiential learning than in Vietnam and Liem thinks that is good. Student-teacher relationships are much more informal in Australia than in Vietnam. Liem thinks it is good that Australian teachers are easier to talk to, but it's not so good when students are badly behaved. Apart from that, Liem finds schools here not all that different to schools in Vietnam.

Liem has had to work very hard to catch up and to keep up with his school work. He has found the workload in Year 12 almost impossible to manage, as he works very slowly, first understanding material and then learning it. He would have found help in Vietnamese useful, especially when he first started high school, and would have appreciated more holiday programmes, as for him the long summer holidays are wasted time when he has so much work to catch up.

ETHNIC SCHOOL

Liem has studied Vietnamese as a Matric subject, but the classes are after school and at another school. It would have been easier for him if he could have studied it as part of his normal school day, as he had to spend a lot of time studying after school anyway. He thinks it's important to keep learning Vietnamese, as there are many young Vietnamese children in Australia who can't speak their own first language properly and therefore can't communicate with older people in their own community.

FUTURE PLANS

While he was at school in Vietnam, Liem hoped to study medicine and he still had this ambition when he started high school in Australia. However, he now thinks that will be too hard and he plans to study Engineering instead. He has applied to University and the Institute of Technology and is quite confident of getting into one of those courses. This confidence isn't shared by Liem's E.S.L. teacher who commented to the interviewer that, despite Liem's hard work he would be lucky to do well in his Matriculation. If he isn't successful, Liem intends to repeat his matriculation, but hasn't thought much about this. Liem has consulted with his father and teachers at school, but found information he received from students from the Vietnamese University Students Association the most helpful. These students came to speak to the students doing Year 12 Vietnamese.

In April this year Liem's mother, sisters and brother finally joined Liem and his father here in Adelaide, and this has taken a large weight off his mind. His father has tried to obtain work in Australia, but is now receiving sickness benefits because he suffers from chronic rheumatism. Liem is happy living with his family here and they get on very well. He wishes that his father could give him more guidance when making decisions, and finds it hard to make decisions alone.

Liem's father would also like to have better knowledge and understanding of the Australian school system. He can read and write English quite well (he learnt in Vietnam) and would find written information the most useful. He would also like to discuss his son's progress and behaviour with teachers but has not done so since they have been in Australia. Liem's father has attended an English course, but seems to have had difficulty getting information about appropriate courses. He has found that the more advanced courses he has attended concentrate more on reading and writing and not on speaking and listening skills which he needs.

FRIENDS AND LEISURE

Liem has made some friends at school - Australian, Vietnamese, Malaysian and Kampuchean. He is quite shy and would like more friends. He is often lonely, because he lives quite far from school and doesn't see his school friends at home. He doesn't know people that live near him - Australian culture is not like Vietnamese culture, and neighbours don't often get to know each other well.

In his spare time Liem likes to swim and play sport, but he doesn't belong to any teams or clubs. He doesn't know where to go to join them, but would like to. He is often bored, especially in the holidays and finds it difficult to get information about things to do.

Both Liem and his father are very happy to be in Australia, away from what was a frightening and uncertain situation in Vietnam. Liem is beginning to feel at home now here in Australia and is looking forward to his future here.

"MARIA"

COUNTRY OF ORIGIN : Portugal

ETHNICITY : European

SEX : Female

AGE : 17

DATE OF ARRIVAL IN AUSTRALIA : February, 1982

Maria is now completing Year 10 at a Government high school. She is a talkative vivacious girl and her E.S.L. teacher comments that she seems to enjoy school and is making average progress, though she is not academically inclined.

LIFE IN PORTUGAL

Before coming to Australia, Maria lived in Lisbon in a fairly large house. Her father worked as a mechanic in the shipyards. Neither of her parents had completed high school. Maria herself had completed primary school (four years) and was in her third year of high school when the family left Portugal. Her school in Portugal was much larger than schools in Australia. Many children left school early and worked with their family - especially those whose parents were fishermen. Maria studied two years of English before coming to Australia but it had been very basic.

The family's decision to come to Australia was a complete surprise to Maria and she was not very pleased about it. A former neighbour of the family had migrated to Australia and when he returned to Portual for a holiday he encouraged her family to come to Australia - because there were better opportunities for the children in Australia. Maria's family had unsuccessfully applied to immigrate to Australia five years previously but this time, because of their friend in Australia it was easier. Maria did not want to come to Australia because, "in a new country everything is different, it's like you are born again - learn a new language, make new friends. Now I don't care because I've got friends. Now it's different".

LANGUAGE CENTRE EXPERIENCES

When Maria first arrived in Adelaide she was enrolled at Gilles Street Language Centre, but she had to wait a week before she could start. Because she was unhappy and bored she went to a high school that week - "so that I wouldn't stay home and cry". She found that week quite bewildering, using sign language to get by, but "it was better than staying home". Maria was very happy at Gilles Street, "I wish I was still there, because everyone is different and no-one can make fun of each other because everyone is learning and you meet all different people from other countries, I liked that". She thought the balance of

English and other subjects was good, and the way they were taught was also good. Excursions were particularly valuable and enjoyable. It would have been better if there were opportunities to do some Art and Music. Generally, Maria feels she was taught enough basic English to prepare her for high school, and that after a short time in the language centre you learn much more English, more quickly at high school.

HIGH SCHOOL EXPERIENCES

From the language centre Maria went to a Government high school. She chose the school with help from teachers at the language centre, because it had E.S.L. support and because it was close to where she lived. She is quite happy with her choice. Her first days at high school were embarassing "because everyone stares at you and you don't know what to wear. When I came all my clothes were different from the clothes here. I used to dress up to come to school because that's how it is in Portugal". But most students were friendly and helped her. She chose subjects she thought would be interesting and easy, with the advice of E.S.L. teachers. In her first months at high school Maria was most embarassed when she was asked to read or speak in the classroom. "Now I don't care because all the kids know I've got an accent and they like it, but I used to get really nervous and all the kids would get really quiet to listen to me". Maria is a little older than other students in her classes but doesn't find that embarassing or a problem at all.

Maria thinks Australian schools are good compared to other countries. "If you bludge here you get in trouble, in Portugal they don't really care". However in Portugal students could attend school either in the morning or in the evening and had time to work as well, and Maria feels that that system was better. Maria is generally happy with the way teachers teach and with discipline in the school. In some subjects she feels she gets too much homework especially as she often has to translate her work before she can do it. Maria studied singing and music in Portugal but has not been able to do Music as a full subject because she started school here in Year 10 and hadn't done Year 9 Music. She does have singing lessons. She was also very keen to do Drama this year but was told by the teacher that her English wasn't good enough. The school does a lot to help students from non-English speaking background, but there are a lot of them and even though the E.S.L. teachers help as much as they can Maria feels she could use more help. She doesn't think help from a Portuguese speaking teacher or school assistant would be very valuable, it is better to have the help from someone who can explain things clearly using English - "you learn quicker - you force yourself to understand".

ETHNIC SCHOOL

Maria doesn't attend Portuguese ethnic school because what is taught there is too easy for her - the school caters more for children born here of Portuguese parents. She would be interested in attending if what was taught was more appropriate for her, though she is not worried about forgetting her Portuguese.

FUTURE PLANS

When she was in Portugal and since she has been in Australia, Maria has been interested in pursuing a career in music or hairdressing. She has discussed her future with school counsellors and with her parents and feels she has enough information and advice about courses of study and possible careers.

FRIENDS AND LEISURE

Maria has made lots of friends here "of all nationalities", and she spends a lot of time with them. In her spare time she goes to discos, plays music, writes poetry and visits friends. She is rarely bored, she is outgoing and can always find something to do.

FAMILY

Maria discusses some school matters with her parents - excursions, subject choice etc. - but doesn't talk a lot at home about school. Her parents don't speak English well and so aren't able to help her much with school concerns, but she is able to get help from other Portuguese friends so she doesn't really mind. She sometimes argues with her parents about going out and doing more work at home. Maria would like to sing in a band but her parents don't think that's a good future for her. Her Australian friends who are younger than her are allowed to go out more. Maria wishes her parents would "trust their kids more".

Maria speaks Portuguese at home with her parents, but with her brothers and sisters speaks English. Portuguese is much easier for her than English, though she notices that sometimes she forgets odd words in Portuguese. She doesn't think it's a good idea to learn Portuguese at school - it would be too confusing and it's more important to learn English.

Maria feels quite happy in Australia now, but her family is planning to return to Portugal in a few years and she wants to go with them. "If I had a boyfriend or something it would be different but I don't want to stay here on my own".

"MINH"

COUNTRY OF ORIGIN : Vietnam

ETHNICITY : Vietnamese

SEX : Male

AGE : 16

DATE OF ARRIVAL IN AUSTRALIA : October, 1982

Minh is currently studying in Year 10 at a Catholic high school. He is lively, popular at school and apparently feels quite at home in the Australian adolescent sub-culture.

LIFE IN VIETNAM

In Vietnam Minh and his family led a fairly comfortable life in Saigon. His father was a mechanical engineer. Minh went to school in Vietnam for six years, but can remember almost nothing of that time.

After the change of government in 1975, Minh's family split up. His mother and three sisters remained in Vietnam where they still are, while he, his father and two brothers escaped by boat to Indonesia where they lived in a refugee camp for one and a half years. Life in the camp was very boring - there was virtually nothing to do. Minh and his family lived in a "long house" which housed two hundred people.

LANGUAGE CENTRE EXPERIENCES

On arrival in Adelaide, Minh enrolled in the Port Adelaide Language Centre. He found the language centre to be a warm, friendly, welcoming place and was very happy there. The subject matter and teaching methods were appropriate to his needs, though he found Maths and Science difficult. Minh would have liked to have spent longer than six months at the language centre and feels that the length of stay there should be more flexible according to the needs of individual students.

HIGH SCHOOL EXPERIENCES

After completing his course at the language centre Minh enrolled at a Catholic high school, on the advice of his father and teachers at the language centre. He chose this school because it was close to his home and because his father believed that the discipline and academic standard of a Catholic school would be better than in Government schools. Although Minh has been quite happy at this school he would go to a Government school where he has some friends if he made the choice again - he finds the students at his present school "boring".

Minh did not know anyone at this school when he first began. He found the first days at school extremely embarassing - "I was scared". However, teachers and students were generally friendly and helpful, especially the E.S.L. teacher, and Minh settled in quite quickly.

Teachers did not treat him differently to other students but most were happy to help him if he asked them. He doesn't mind asking for help now, but at first he found this very embarassing as often they didn't understand him. It would make a big difference to Minh if teachers spoke a little more slowly in class.

In general he thinks schools in Australia are of a high standard, with good facilities and a reasonable choice of subjects. He has found students are friendly and help each other but often behave very badly to their teachers. However, he feels that in Vietnam students are too scared of their teachers and that somewhere in between would be the ideal. Minh finds the workload at school is a bit high and he often spends more than four hours a night doing homework.

He thinks the provision of E.S.L. support in schools is adequate and has met his needs. Some bilingual help would have been useful when he first started high school, but he now feels that help from an E.S.L. teacher, in English, is more useful than help in Vietnamese would be. Out of school help such as homework classes or holiday programmes would also be useful.

ETHNIC SCHOOL

Minh attended Vietnamese school briefly but found it was too much work with his school work. He also found he was unable to keep up with the level of Maths and Science that was taught at the Vietnamese school. At the moment he is not studying any Vietnamese but next year he will take it up through his school work. He will have to travel to another school and the lessons are after school hours which means a lot of extra time and work for Minh.

FUTURE PLANS

Had Minh stayed in Vietnam he thinks he would have studied electronic engineering at university, because that is what his father wanted him to do. He was also interested in joining the navy.

Since he has been at high school Minh is not sure what he wants to do. He plans to finish Matric and see what his results are. His father still wants him to study engineering, but Minh is not confident in his ability to do that. He is now interested in a career in design or art, possibly fashion design. Minh spends two lessons a week doing a life skills course which looks at career options and he has found this very useful, particularly excursions to workplaces and T.A.F.E. Colleges.

FAMILY

Minh lives here with his father and two brothers. His father knew some English before he came to Australia and now works as a social worker in the Vietnamese community. Because his father thinks education is very important there has been no pressure on Minh to leave school and to contribute to family finances. However, money is a problem for the family, especially as they are hoping to sponsor Minh's mother and sisters to Australia.

Because of his work as a social worker, Minh's father is fairly conversant with the Australian school system and is able to offer Minh some advice. Although his father would like Minh to study engineering at university, Minh feels that the final decision will be his own - "he thinks I am old enough to decide myself". In general Minh is happy living with his family. He argues sometimes with his father about homework and going out, but these are fairly minor issues.

FRIENDS AND LEISURE

Minh has made many friends in Australia, mostly at school. Most of his friends are Australians - he prefers that because he learns more from them. He plays soccer for a local club to which he was introduced by the P.E. teacher at school who also plays there. He often goes out with friends - to parties, films, music concerts etc. As well as playing soccer three times a week, he likes to play table tennis. Minh also says he watches a lot of T.V. In the holidays he tries to get a job - last summer he went fruit picking.

Minh definitely plans to stay in Australia. He loves his life here - it's comfortable and interesting. He worries a little about his mother and sisters in Vietnam, but expects they will soon join him. He would like to return to Vietnam for a holiday but certainly sees his future here in Australia.

"V O"

COUNTRY OF ORIGIN : Vietnam

ETHNICITY : Vietnamese

SEX : Male

AGE : 22

DATE OF ARRIVAL IN AUSTRALIA : October, 1982

Vo has just started full-time work at a suburban hairdressing salon after completing a pre-vocational course in hairdressing through T.A.F.E. He is delighted with his apprenticeship, seems completely at ease with his Australian lifestyle and talks with animation about his future in Australia.

LIFE IN VIETNAM

In Vietnam Vo lived in a small town in the countryside near Saigon with his parents and nine brothers and sisters. He remembers little of that time. He says that his parents did not work but he doesn't know how they managed to live. They were not very rich. He comments that at that time people knew little of what was happening in the world or even of the war in Vietnam.

Vo completed eleven years of school in Vietnam. He thought school there was very similar to here in Australia. He had studied English for six years in secondary school but because he never used it he didn't think it helped him much in Australia.

His family did not like the new Communist government and planned to escape. First of all three of his brothers left, Vo can't remember the circumstances. They were finally able to settle in Australia and when they had jobs were able to sponsor Vo to Australia. Vo left Vietnam alone, came by boat to a refugee camp in Indonesia and after six months joined his brothers in Adelaide. Vo's parents and younger brothers and sisters are still in Vietnam. One sister is married in America.

LANGUAGE CENTRE EXPERIENCES

When Vo arrived in Adelaide he first attended Port Adelaide Language Centre. He thought the programme there was excellent and met his needs exactly.

He liked the strong emphasis on English and was not concerned that the content of the Science and Maths courses was for him relatively simple. He stayed at Port Adelaide for five months which he felt was an appropriate length of time.

SCHOOL EXPERIENCES

From the language centre, Vo went to a Catholic high school where he completed Year 10 and 11. His family was Catholic, his brothers had attended that school, he had friends there and their reports of the school were all good.

Vo uses the words "nervous", "confusing" and "scared" to describe his first days at high school. However, he says the school staff were all supportive, the students were friendly and he found it relatively easy to settle in. This contrasts with a government high school he had visited while at the language centre. There students had been unfriendly and unhelpful. He believes that Catholic schools are generally better because they have stricter discipline but he has friends at some government schools which they say are also very good. Vo had a few Vietnamese friends at the school but, although he says they helped a little at the beginning, their presence doesn't seem to have been very important to him.

Vo enjoyed his two years at high school and made many friends - most of them Italian-Australian. He studied Maths I and II, Physics, Chemistry, E.S.L. and Vietnamese. He would have liked to study Geography and Computing but felt his English was not good enough. More English lessons would have been useful and especially more help with the English required for subjects like Geography and Computing which he was interested in doing. Holiday programmes to help him with English and also other subjects would also have been beneficial.

In general, Vo found he got a lot of help and support from teachers at school who were usually very approachable. He felt schools here were basically the same as schools in Vietnam, that their quality varied from case to case.

T.A.F.E. EXPERIENCES

After completing Year 11, Vo attended a full-time T.A.F.E. Pre-vocational course in hairdressing for one year. This was suggested to him at school and teachers helped him to apply. He believes that he was very lucky to get accepted, he did not expect to be successful and has been told that he is the only Indo-Chinese student in such a course in Australia. He found the work very hard, "but if you really want to do something you can". The most difficult thing was to talk in class discussions, but his teacher drew him out, forced him to participate and was patient when it took him a long time to explain a point and he appreciates this very much.

He thought the course was well balanced and very valuable. There was a good mix of practical work and theory. Vo worried a lot about tests and exams and spent a lot of time at home trying to understand and memorise the theory work.

EMPLOYMENT EXPERIENCES

As part of the course students were placed for work experience in several hairdressing salons. Vo was offered part-time work at several places but turned a few down because the people he worked with were not friendly and didn't provide good training. He finally started part-time work at the salon where he now has his apprenticeship and has been very happy there. The other staff are very friendly and he feels he is learning a lot. The salon is part of a big chain and there are regular staff meetings where staff from different salons are able to meet each other. The boss visits Vo's salon twice a week and always takes the trouble to speak to each staff member. Vo has not really had any problems at work but feels he could easily approach other staff members or his boss if the need arose.

The only difficulty he has had trouble overcoming in his job has been making conversation with customers. When he was training his teacher told him to chat to his client and, "my hands were shaking I was so nervous". However, that's all behind him now and Vo enjoys talking to the customers. He feels he still has some problems with English and on the advice of a workmate had enrolled in T.A.F.E. English classes for two nights a week next year.

FUTURE PLANS

Vo's future seems quite secure at the moment and he feels happy with it. He has no idea what he might have done if he had stayed in Vietnam but since he started high school here in Australia, hairdressing has been his ambition and is now becoming a reality. His only other wish is to sponsor his parents and other brothers and sisters to Australia, and with the help of his brothers it seems that this only a matter of time.

FAMILY

At the moment Vo lives with his three brothers in a house which his oldest brother is buying. He earns about $124 a week of which $50 goes for food and expenses. He spends about $20 a week on top of that and is saving the rest, "for my future". His older brother still helps to support him. All four brothers have jobs and feel secure in their new life. Vo has been able to discuss school and work matters with his older brothers when he has felt the need, but they are happy for him to make his own decisions. This situation suits Vo and he gets on well with his brothers. He doesn't foresee any problems if his parents come - he thinks they will adapt well to the Australian lifestyle (even though they don't speak English) as it "suits their way of thinking".

ETHNIC SCHOOL/FIRST LANGUAGE

At home Vo speaks Vietnamese with his brothers, though nowadays there's a bit of English mixed in. He speaks mainly English with his friends. While at high school he studied Vietnamese but no longer attends Vietnamese school because he doesn't see the need. He feels that it's important for Vietnamese people in Australia to maintain their language, but more important to learn about Australian culture and history. If he has children he thinks he will need to be able to pass on Australian culture to them, as this is where they will live, but he would also like them to speak Vietnamese and know something of their Vietnamese heritage, "We have to know our own language".

FRIENDS AND LEISURE

Vo has made a lot of friends in Australia and only two of them are Vietnamese. He still sees friends from school and has friends from work. His only regret is that because of his work and study commitments he doesn't have as much time to spend with friends as he would like. In his spare time he likes to go out with his friends - to their houses, to discos, to the pub, to movies. He is rarely bored, "there's too much to do".

All in all, life in Australia suits Vo very well and he looks forward to his future years with enthusiasm. He has found people in Australia friendly and helpful. His only worry is that his parents are not here, but he is confident that they soon will join him.

D

RESULTS & DISCUSSION

questionnaires completed by teachers

RESULTS & DISCUSSION - SECTION D

QUESTIONNAIRES COMPLETED BY TEACHERS

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RESULTS AND DISCUSSIONS : SECTION D : QUESTIONNAIRES COMPLETED BY TEACHERS - (N 436)

Teacher questionnaires were completed by 436 teachers. (See Appendix B for a copy of the questionnaire). This was a response rate of 86.5%.

The number of teachers in each subject area as a percentage of the total number of teachers is as follows:

Science	18.6%
Maths	18.1%
E.S.L.	11.8%
Home Economics/Tech. Studies	10.9%
Student's First Language	8.6%
Social Sciences	7.2%
P.E.	6.0%
Business Studies	5.6%
English	5.3%
Art/Craft	1.9%
Performing Arts	1.9%
Other Language	1.9%

1. TEACHER RATINGS OF STUDENT PROGRESS

Teachers were asked to rate the student on a five-point scale indicating Well Below Average, Below Average, Average, Above Average and Well Above Average. This rating was to be arrived at by comparing the student's performance with all students in their year level.

1.1 Average of All Subject Teachers' Ratings for Each Student

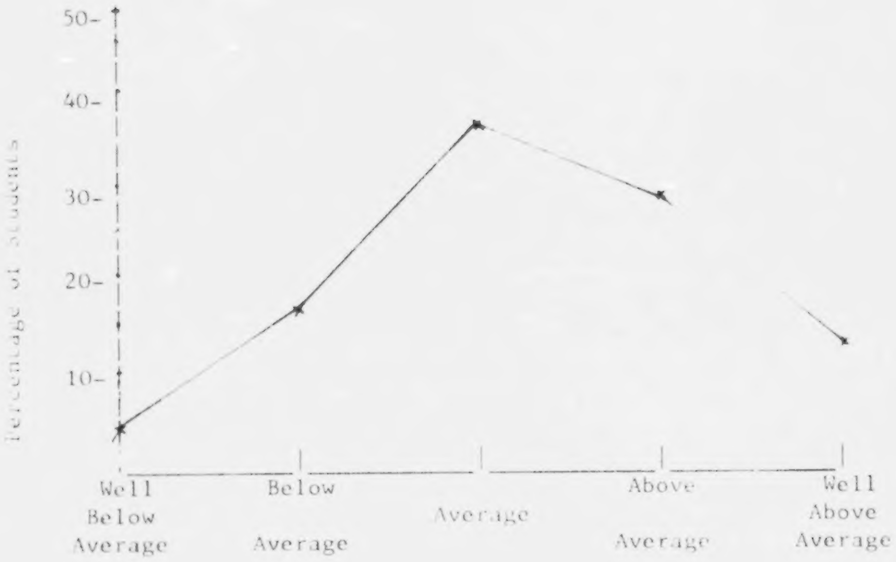
Some teachers did not fill in this section. Average ratings for each student were calculated using teacher ratings available. No ratings were obtained for 7 students, thus the sample for Graph No.3 is 69.

Overall teachers rated 80% of students as being average or better, and 44% as being above average or better. 20% were rated as either below or well below average.

These figures show that teachers perceive the students as coping well with their subjects compared with all students in their year level. However, there is a large percentage of maths teachers in this response group, and maths is a subject in which students from non-English speaking backgrounds generally have more success due to the smaller language base of the subject. This is borne out in the section which examines teacher ratings by subject area (Section 1.2). According to the standards of a schooling system which allows and even encourages students to study predominately maths and science courses, students in the sub-sample appear to be doing well overall.

GRAPH NO.3 : AVERAGE OF ALL SUBJECT TEACHERS' RATINGS FOR EACH STUDENT - (N=69 students)

	Well Below Average	Below Average	Average	Above Average	Well Above Average
Number of Students	16	59	133	114	52
% of total	(4%)	(16%)	(36%)	(30%)	(14%)



1.2 Teacher Ratings of Student Progress by Subjects

See Table No.44 for a summary of how teachers rated Student Progress in different subjects.

Science teachers rated a large 78% of students as average or better and 40% as above average or better. This is an interesting result, since it is compulsory for all students to study science until Year 11; therefore the statistics do not describe only those who have chosen to study science.

Science is a subject about which many students from non-English speaking backgrounds, especially Indo-Chinese students, "complain" to their E.S.L. teachers, saying they find it too hard, and that they do not understand the language. Science has high status amongst these students, and they try very hard to succeed. It appears that on the whole these students are coping well with science.

TABLE NO.44 : TEACHER RATINGS OF STUDENT PROGRESS BY SUBJECTS

SUBJECT	NO. OF TIMES EACH RATING WAS GIVEN					TOTAL NO. OF RATINGS GIVEN FOR EACH SUBJECT	% OF ALL RATINGS GIVEN FOR ALL SUBJECTS
	WELL BELOW AVERAGE	BELOW AVERAGE	AVERAGE	ABOVE AVERAGE	WELL ABOVE AVERAGE		
Science	5	11	28	22	7	73	20%
Maths	1	7	21	33	12	74	20%
E.S.L.	2	8	14	9	5	38	10%
Home Economics/ Tech Studies	0	7	13	13	5	38	10%
Students' First Language	1	2	8	10	7	28	7%
Social Sciences	2	4	15	6	3	36	8%
P.E.	3	3	8	7	6	27	7%
Business Studies	1	5	6	4	2	18	5%
English	0	6	8	2	1	17	5%
Art/Craft	1	1	6	4	1	13	3%
Performing Arts	0	3	3	1	1	8	2%
Other Language	0	1	2	2	2	7	2%

Maths teachers gave students in our sample an even higher rating than science teachers. A large 89% were rated as average or better, and 61% as above average or better. This supports the commonly held notion that students from non-English speaking backgrounds find Maths an easier subject to succeed in.

As might be expected, most students (89%) studying their first language were rated average or better.

Home Economics/Technical Studies teachers rated 82% of students as average or better, and P.E. teachers rated 78% as average or better.

Distributions for other subjects can be seen in Table No.44. Statistics for some subjects are based on very small numbers and others tend to show a normal distribution. These have not been commented on in this discussion.

2. TEACHERS' PERCEPTIONS OF PROBLEM AREAS FOR STUDENTS

Teachers were given a list of possible problem areas, and were asked to rate the student compared to the average year level student in 5 possible categories (A strength, Not a Problem, A Slight Problem, A Significant Problem, A Very Significant Problem). (See Teacher Questionnaire, Appendix B).

Teachers sometimes left a line blank, in most cases because the problem was not relevant to their subject area.

2.1 Combined Results from All Subject Teachers

Table No.45 and Graph No.4 indicate the degree to which teachers of all subjects perceived students as having particular problems.

Results can be read and interpreted directly from the table and graphs. However, some trends can be commented upon.

The most evident result from the above is that Cheating and Copying were not seen as a problem by the majority of teachers. Unrealistic Expectations and Not Working Hard Enough were also not considered a problem for most.

Reading and Interpreting was seen as a problem by the largest percentage of teachers (60.8%), with Subject-Specific Language and Writing Essays and Reports coming second and third respectively in the hierarchy of problems.

It can be seen that 26% of teachers felt that Reading and Interpreting were a significant or very significant problem, 25% say Subject-Specific Language as a problem, and 18% saw Writing Essays and Reports as a problem for the students.

Speaking and Pronunciation were perceived as a slight problem for 34% and 38% of students respectively, but teachers did not see these skills as severe problems as much as they do the reading and writing skills mentioned above.

TABLE NO.45 : TEACHER PERCEPTIONS OF PROBLEM AREAS FOR STUDENTS (TEACHERS OF ALL SUBJECTS)

N.B. Figures are percentages of response for each problem

RESPONSE	NO RESPONSE	A STRENGTH	NOT A PROBLEM	A SLIGHT PROBLEM	SIGNIFICANT PROBLEM	A VERY SIGNIFICANT PROBLEM	SLIGHT + SIG. + VERY SIG PROBLEM
1. Subject specific background knowledge	3.3	12.3	39.5	27.9	13.2	3.8	44.9
2. Subject specific language	5.1	5.4	29.8	37.8	16.8	5.1	59.7
3. Speaking	1.4	5.8	45.1	34.4	9.5	3.7	47.6
4. Pronunciation	2.1	5.4	42.2	37.7	11.0	1.6	50.3
5. Reading & Interpreting Information	3.3	6.7	29.2	34.9	20.2	5.7	60.8
6. Writing Essays & Reports	17.8	6.3	20.3	30.1	17.2	8.3	55.6
7. Writing Short Concise Answers	12.2	7.0	36.3	26.4	13.5	4.7	44.6
8. Shyness	1.2	3.7	50.0	29.7	11.0	4.4	45.1
9. Mixing with Australian students	28.0	6.6	50.6	23.2	13.0	3.8	40.0
10. Taking Tests	5.8	8.0	50.6	21.4	9.2	4.9	35.5
11. Unrealistic expectations	9.3	1.4	74.2	9.0	3.8	2.2	15.0
12. Cheating	2.7	2.9	89.5	3.6	1.2	0.4	4.8

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RESPONSE	NO RESPONSE	A STRENGTH	NOT A PROBLEM	SLIGHT PROBLEM	SIGNIFICANT PROBLEM	A VERY SIGNIFICANT PROBLEM	SLIGHT + SIG. + VERY SIG PROBLEM
13. Copying	2.9	3.4	82.9	8.4	1.9	0.5	10.8
14. Not working hard enough	2.1	10.3	69.0	13.1	4.7	0.9	18.7
15. Research Skills	12.1	11.5	40.9	21.1	11.8	2.5	35.5
16. Other	88.6	1.7	0.9	2.4	3.3	3.1	9.0

Even though Subject-Specific Language was rated highly as a problem, this may be misleading. If language subjects (First Language, Other Language, English and E.S.L.) are taken from this percentage, there are in fact only 28.9% of students perceived by subject teachers as having problems with Subject-Specific Language, and only 15% who were having significant or very significant problems.

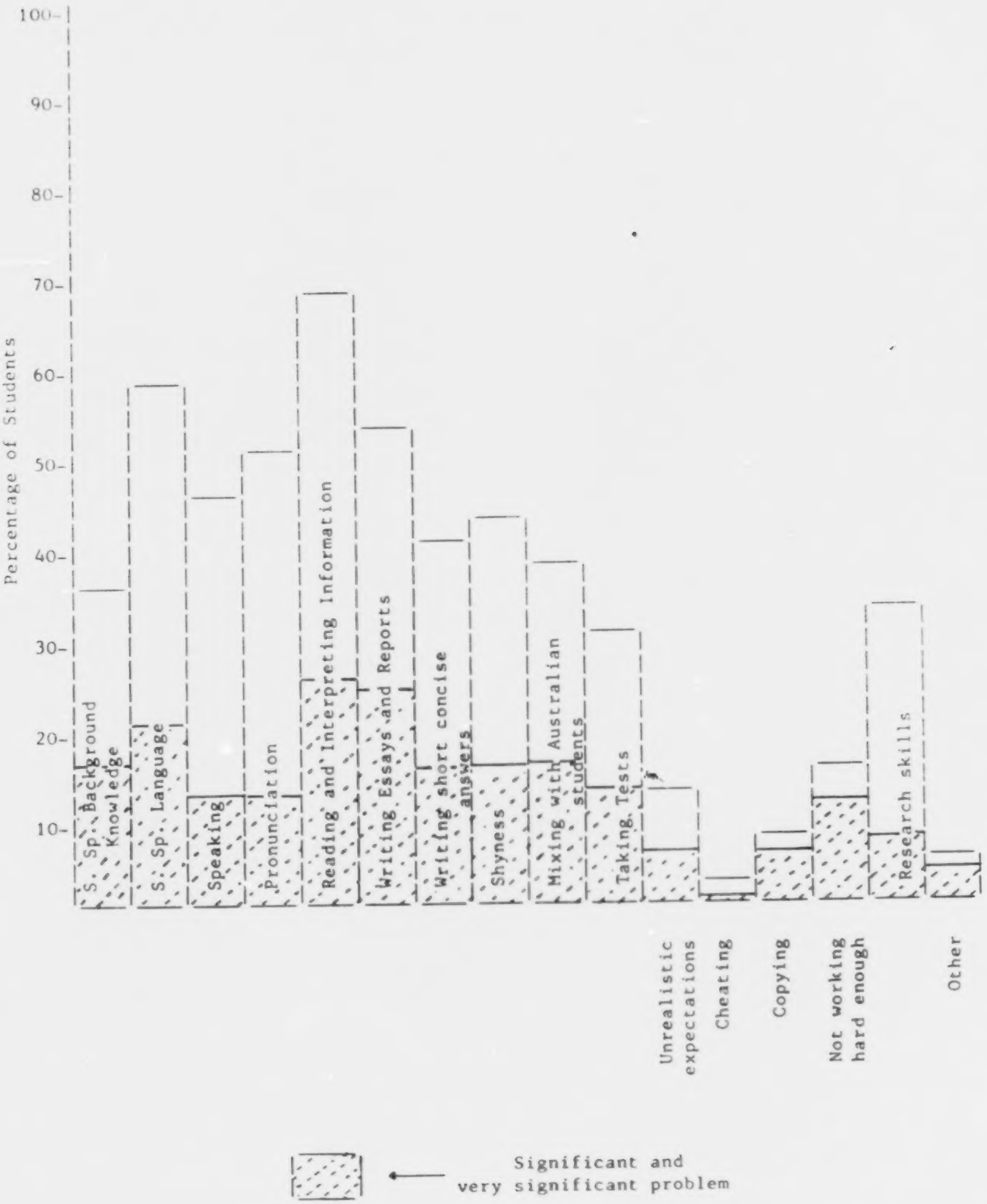
This lower rating of Subject-Specific language as a problem may be related to the ability of students to manage with subject-related language, or it could refer to a lack of awareness or understanding about student's language needs in their specific subject on the part of subject teachers.

Categories with negative connotations such as Cheating, Copying, Not Working Hard Enough, Unreal Expectations were all discounted as problems for the students.

2.2 Teacher Perceptions of Student Problems by Subject

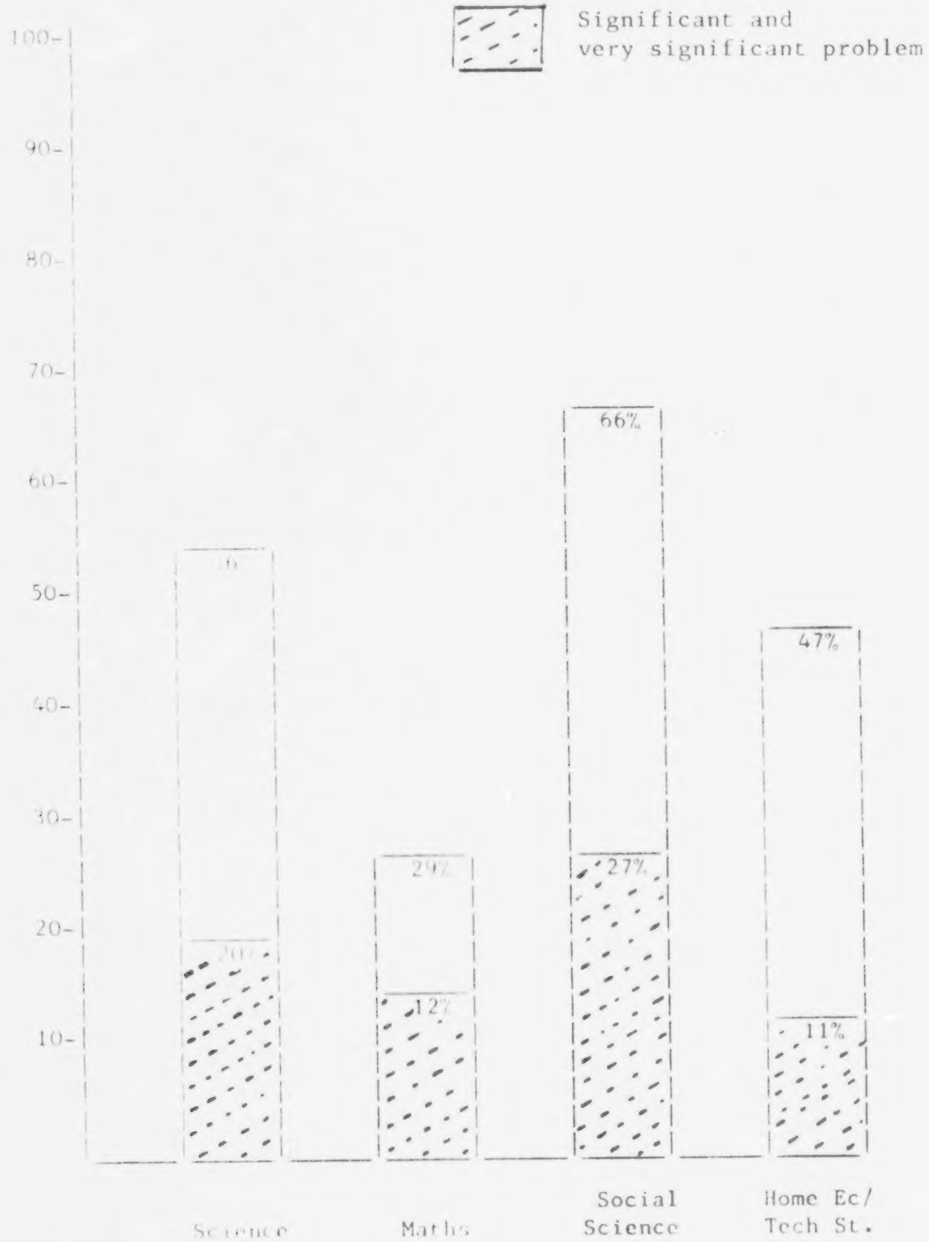
Graphs Nos. 5 to 19 illustrate the significance which teachers in different subject areas gave to student problems.

GRAPH NO.4
TEACHER PERCEPTIONS OF STUDENT PROBLEMS - COMBINED RATINGS OF SLIGHT PROBLEM, SIGNIFICANT PROBLEM, VERY SIGNIFICANT PROBLEM - TEACHERS OF ALL SUBJECTS



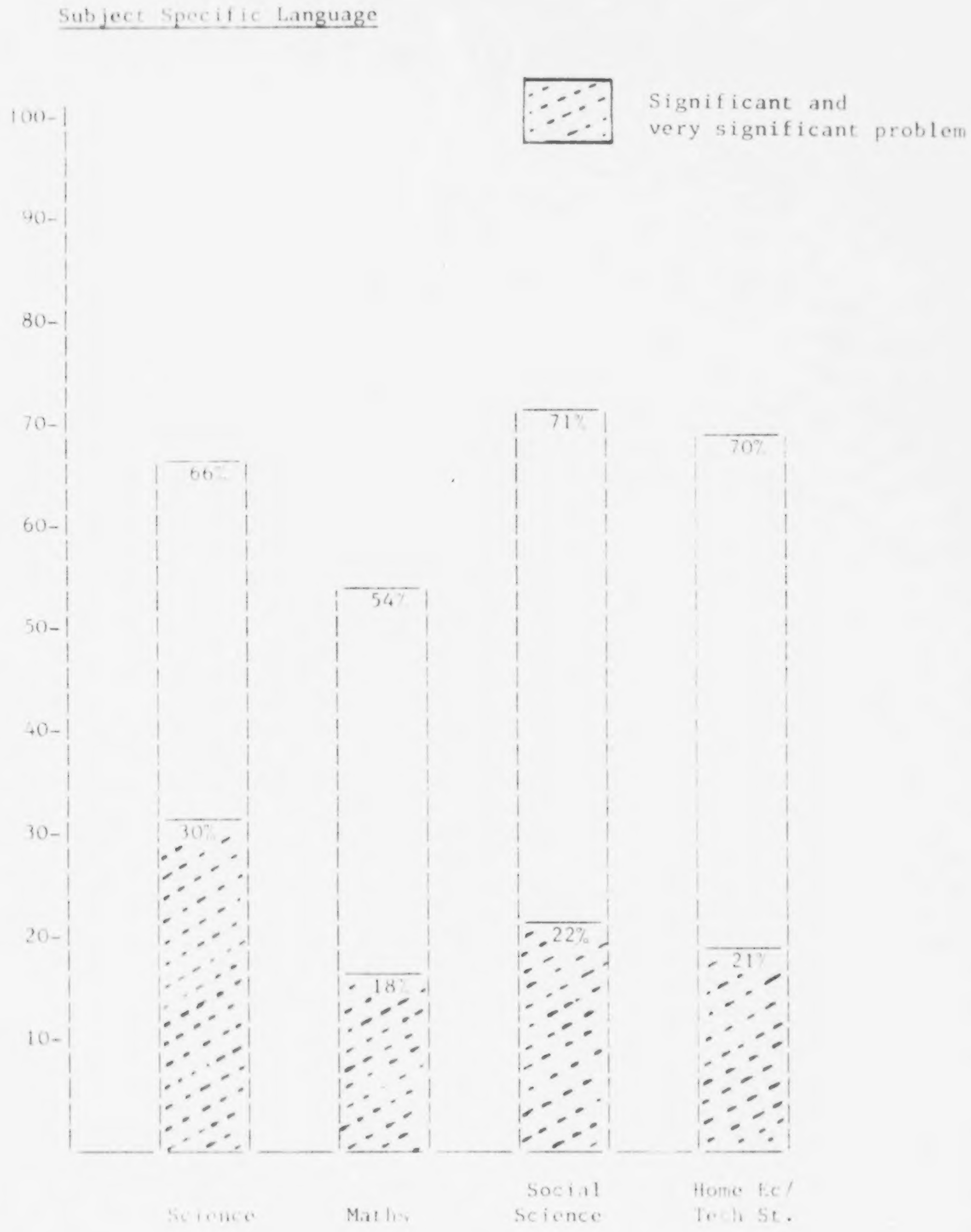
GRAPH NO.5 : TEACHER PERCEPTIONS OF STUDENT PROBLEMS - COMBINED RATINGS OF SLIGHT PROBLEM, SIGNIFICANT PROBLEM AND VERY SIGNIFICANT PROBLEM IN SELECTED SUBJECT AREAS

Subject Specific Background Knowledge



Other Teacher Perceptions					
	0	3%	2%	0	6%
	A strength	6%	23%	0	6%
	Not a problem	35%	46%	34%	41%

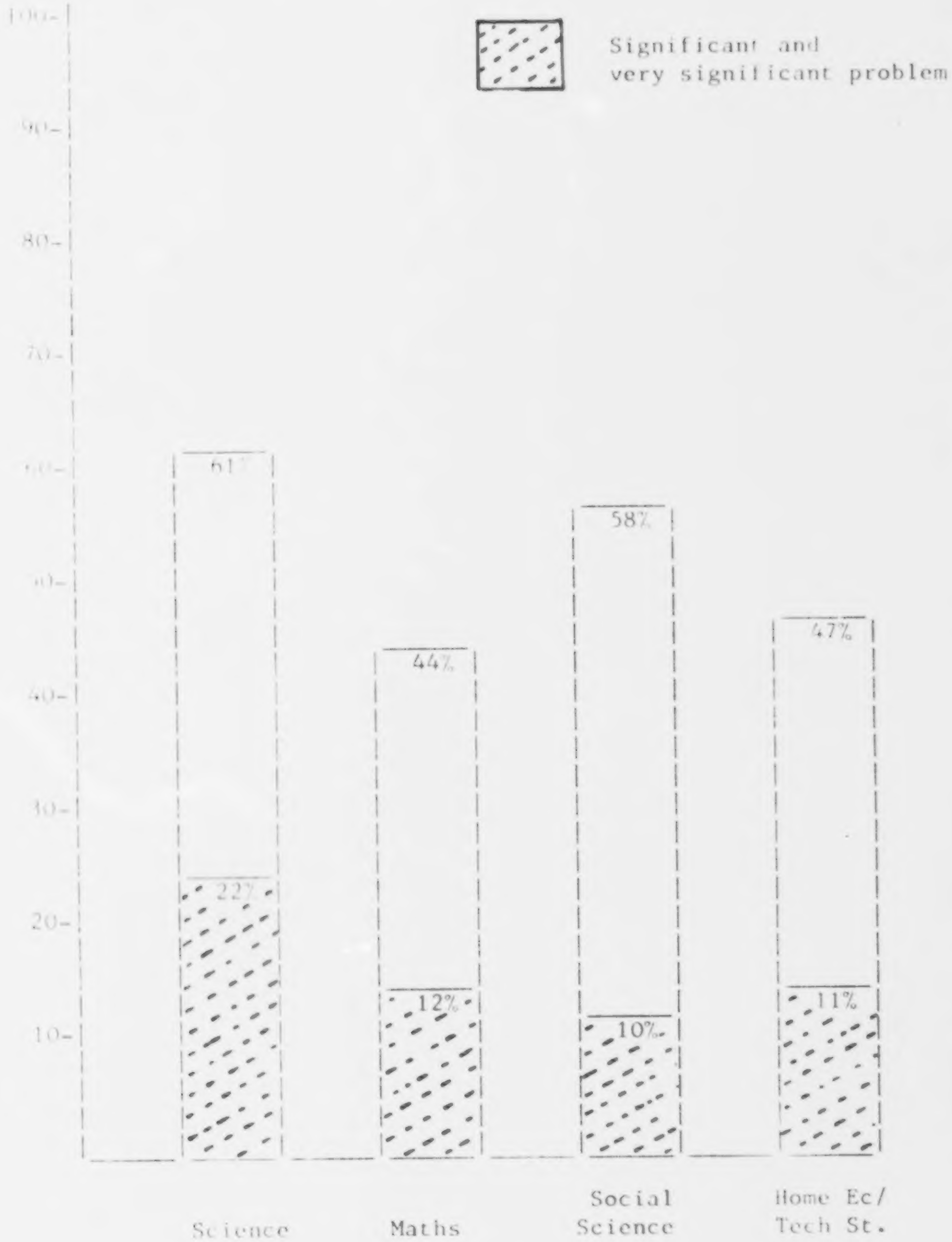
GRAPH NO.6 : TEACHER PERCEPTIONS OF STUDENT PROBLEMS - COMBINED RATINGS OF SLIGHT PROBLEM, SIGNIFICANT PROBLEM AND VERY SIGNIFICANT PROBLEM IN SELECTED SUBJECT AREAS



		Science	Maths	Social Science	Home Ec/ Tech St.
Other Teacher Perceptions	0	4%	1%	4%	2%
	A strength	4%	4%	0	0
	Not a problem	26%	41%	25%	28%

GRAPH NO.7 : TEACHER PERCEPTIONS OF STUDENT PROBLEMS - COMBINED RATINGS OF SLIGHT PROBLEM, SIGNIFICANT PROBLEM AND VERY SIGNIFICANT PROBLEM IN SELECTED SUBJECT AREAS

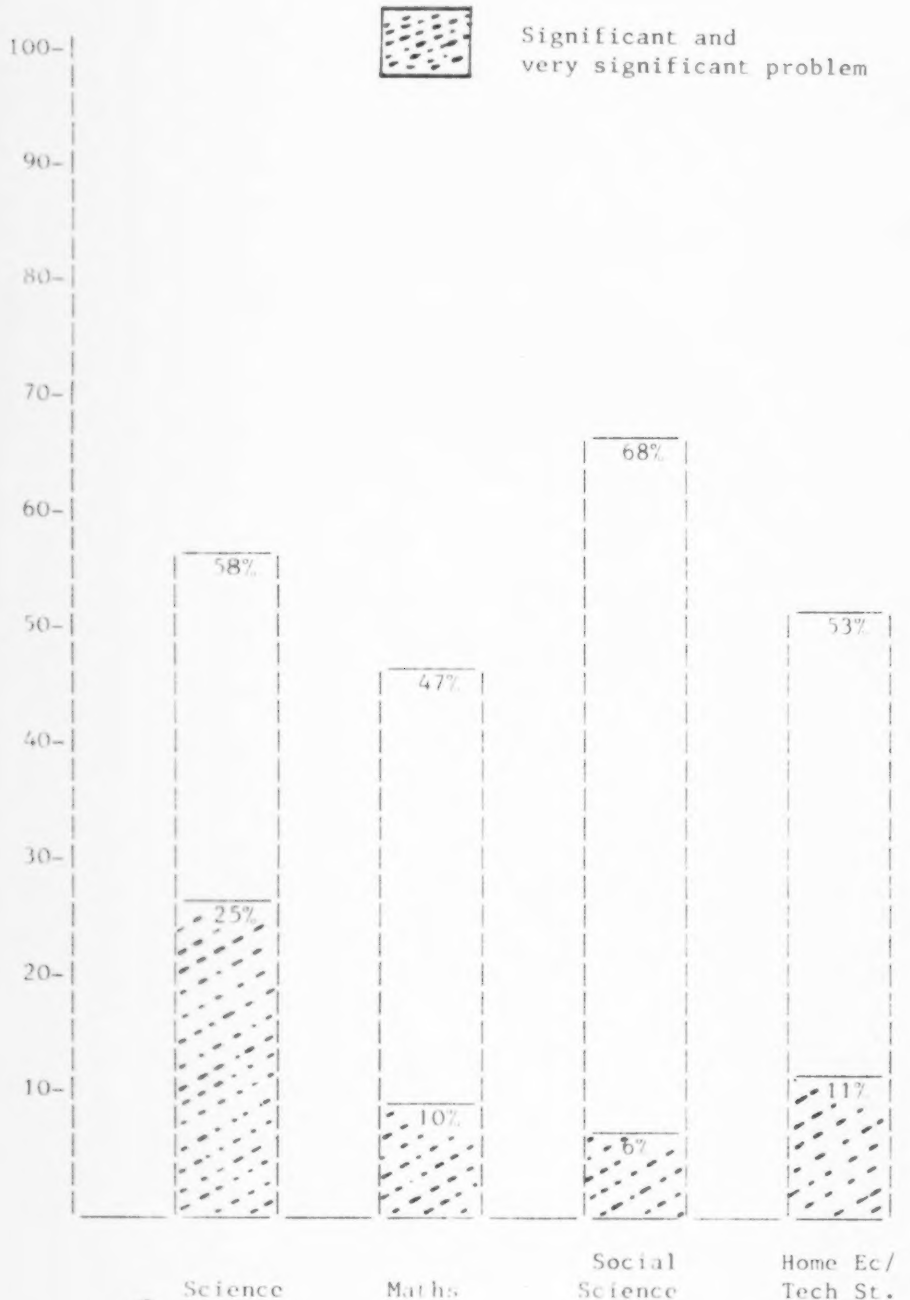
Speaking



		Science	Maths	Social Science	Home Ec/ Tech St.
Other Teacher Perceptions	0	2½%	1%	0	2%
	A strength	2½%	1%	0	2%
	Not a problem	34%	54%	42%	49%

GRAPH NO.8 : TEACHER PERCEPTIONS OF STUDENT PROBLEMS - COMBINED RATINGS OF SLIGHT PROBLEM, SIGNIFICANT PROBLEM AND VERY SIGNIFICANT PROBLEM IN SELECTED SUBJECT AREAS

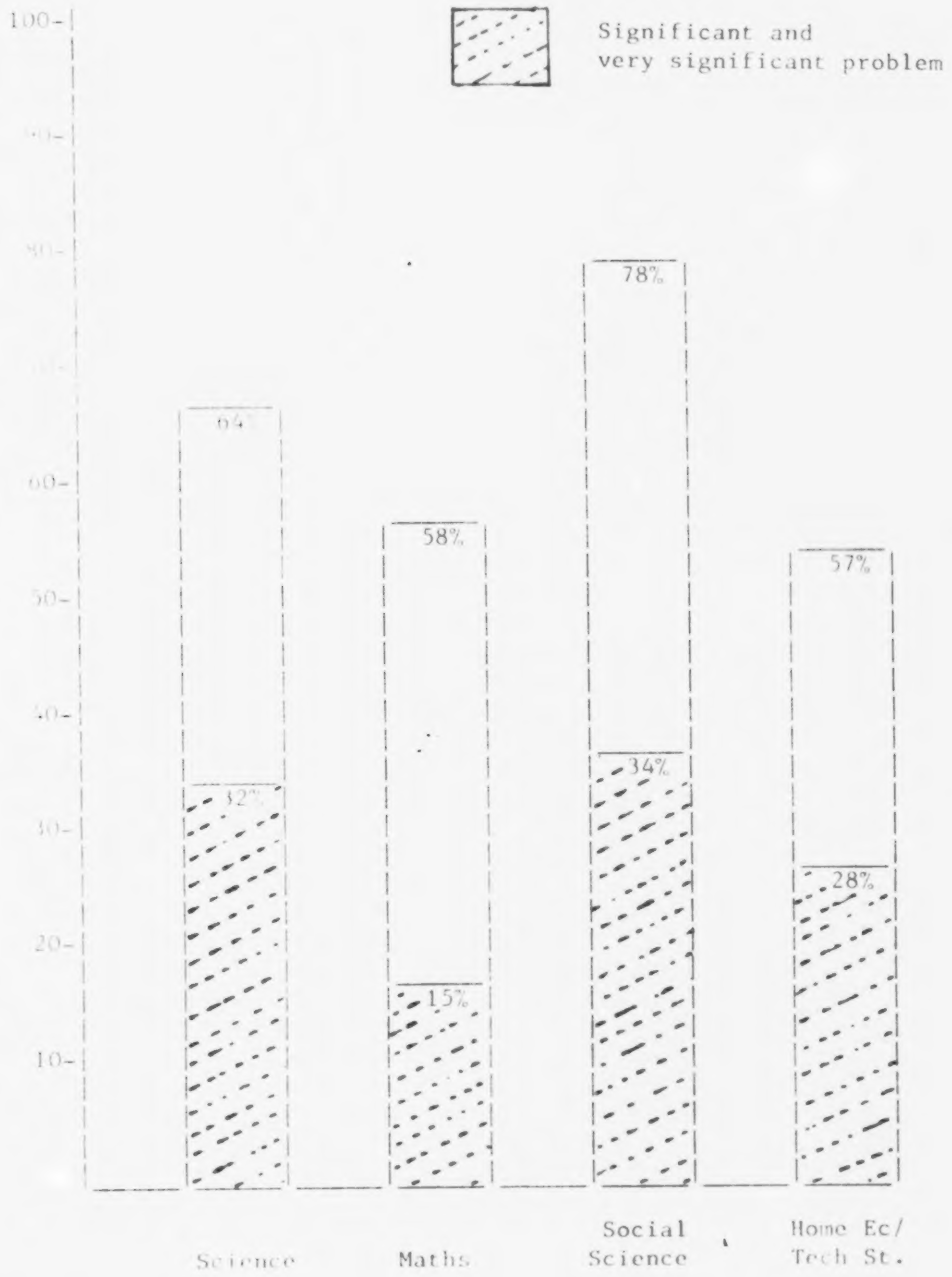
Pronunciation



	Science	Maths	Social Science	Home Ec/ Tech St.
Other Teacher Perceptions	2½%	1%	0	6%
	4%	1%	0	0
	35½%	51%	32%	41%

GRAPH NO.9 : TEACHER PERCEPTIONS OF STUDENT PROBLEMS - COMBINED RATINGS OF SLIGHT PROBLEM, SIGNIFICANT PROBLEM AND VERY SIGNIFICANT PROBLEM IN SELECTED SUBJECT AREAS

Reading and Interpreting Information



Other Teacher Perceptions		Science	Maths	Social Science	Home Ec/ Tech St.
	0	2%	1%	0	2%
	A strength	5%	5%	9%	0
	Not a problem	29%	36%	13%	43%

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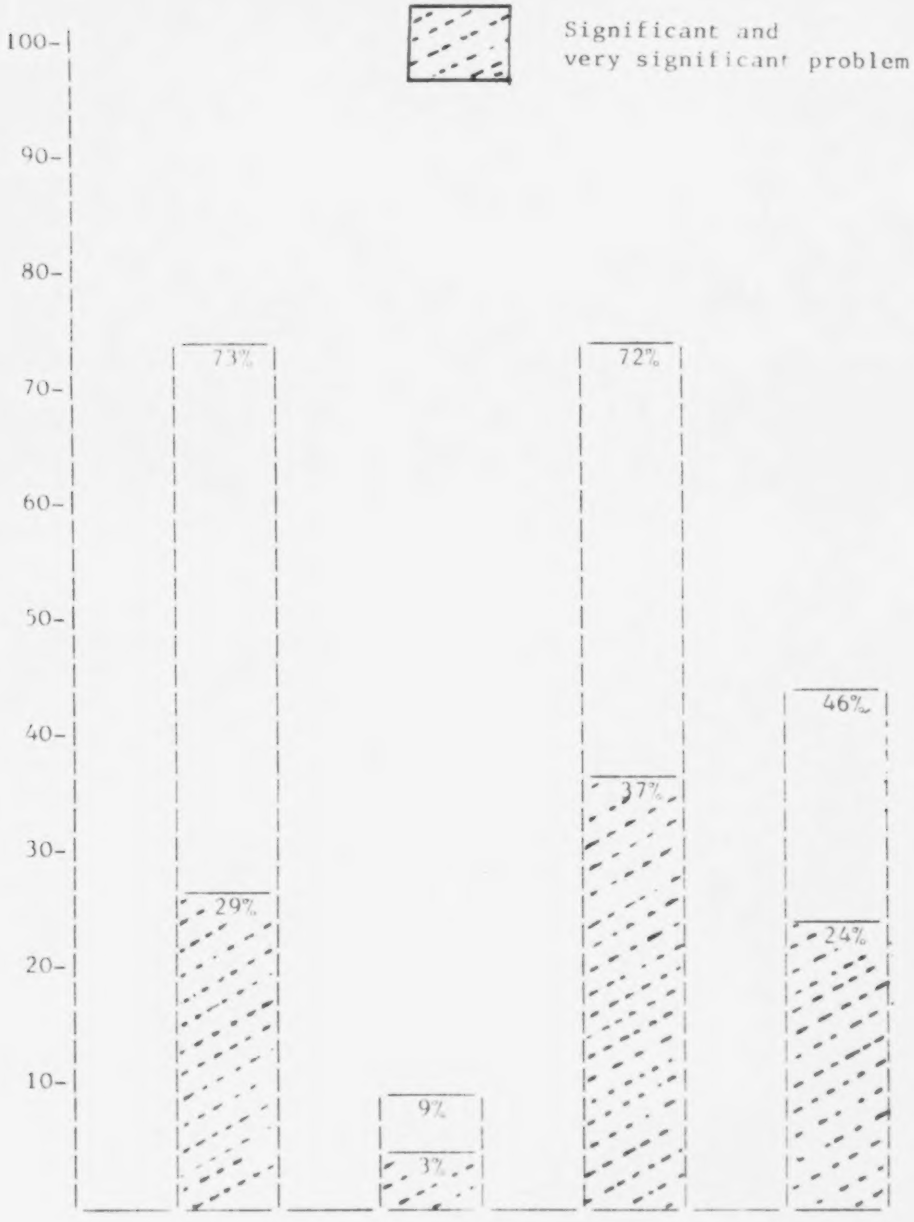
GRAPH NO.10 : TEACHER PERCEPTIONS OF STUDENT PROBLEMS - COMBINED RATINGS OF SLIGHT PROBLEM, SIGNIFICANT PROBLEM AND VERY SIGNIFICANT PROBLEM IN SELECTED SUBJECT AREAS

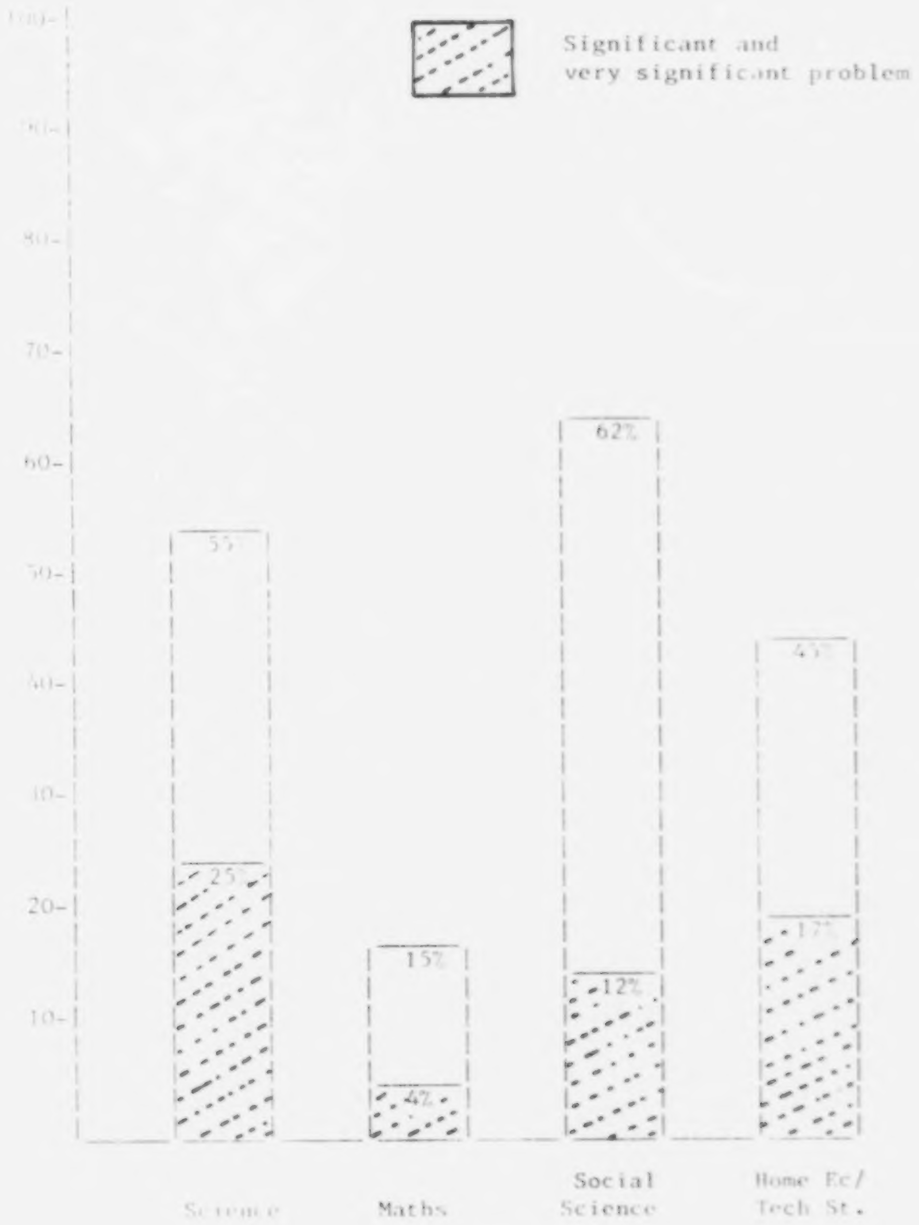
Writing Essays and Reports



	Science	Maths	Social Science	Home Ec/ Tech St.
Other Teacher Perceptions	3%	67%	0	17%
	3%	0	12%	3%
	21%	24%	16%	34%

GRAPH NO.11 : TEACHER PERCEPTIONS OF STUDENT PROBLEMS - COMBINED RATINGS OF SLIGHT PROBLEM, SIGNIFICANT PROBLEM AND VERY SIGNIFICANT PROBLEM IN SELECTED SUBJECT AREAS

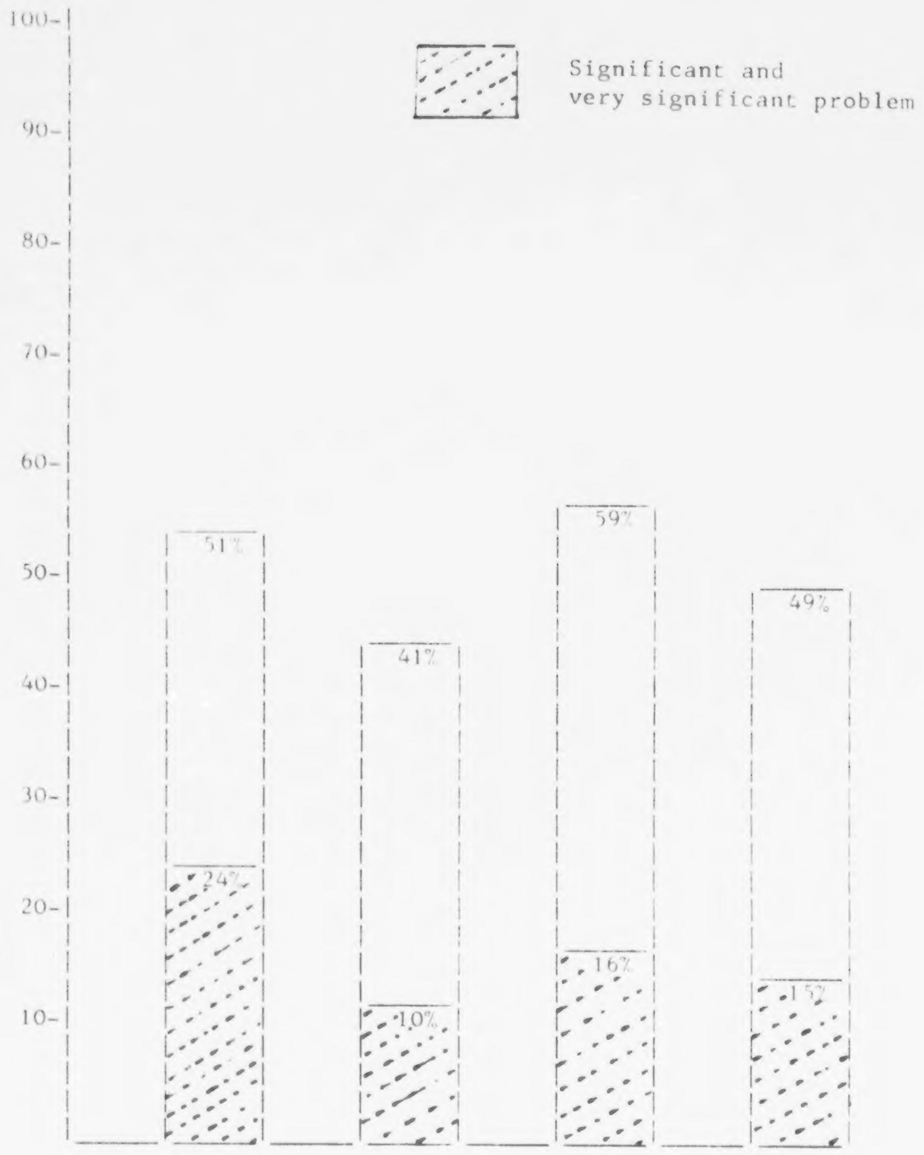
Writing short concise answers



Other Teacher Perceptions		Science	Maths	Social Science	Home Ec/ Tech St.
	0	2%	41½%	0	13%
	A strength	5%	2%	3%	6%
	Not a problem	38%	41½%	35%	36%

GRAPH NO.12 : TEACHER PERCEPTIONS OF STUDENT PROBLEMS - COMBINED RATINGS OF SLIGHT PROBLEM, SIGNIFICANT PROBLEM AND VERY SIGNIFICANT PROBLEM IN SELECTED SUBJECT AREAS

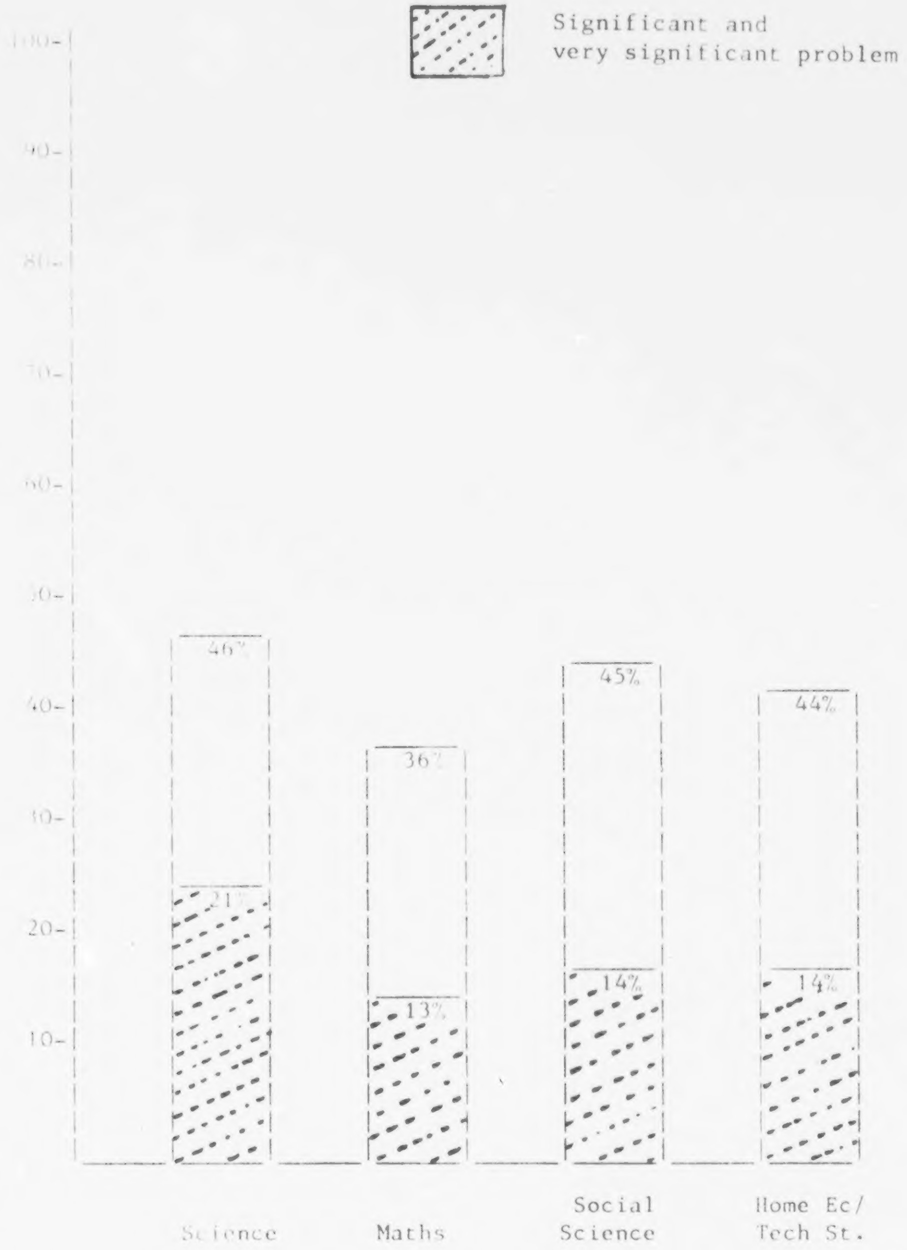
Shyness



	Science	Maths	Social Science	Home Ec/ Tech St.
Other Teacher Perceptions	3% 3% 43%	1% 0 58%	0 3% 38%	0 6% 45%

GRAPH NO.13 : TEACHER PERCEPTIONS OF STUDENT PROBLEMS - COMBINED RATINGS OF SLIGHT PROBLEM, SIGNIFICANT PROBLEM AND VERY SIGNIFICANT PROBLEM IN SELECTED SUBJECT AREAS

Mixing with Australian Students



Other Teacher Perceptions		Science	Maths	Social Science	Home Ec/ Tech St.
	0	3%	3%	0	0
	A strength	9%	3%	7%	7%
	Not a problem	42%	58%	48%	49%

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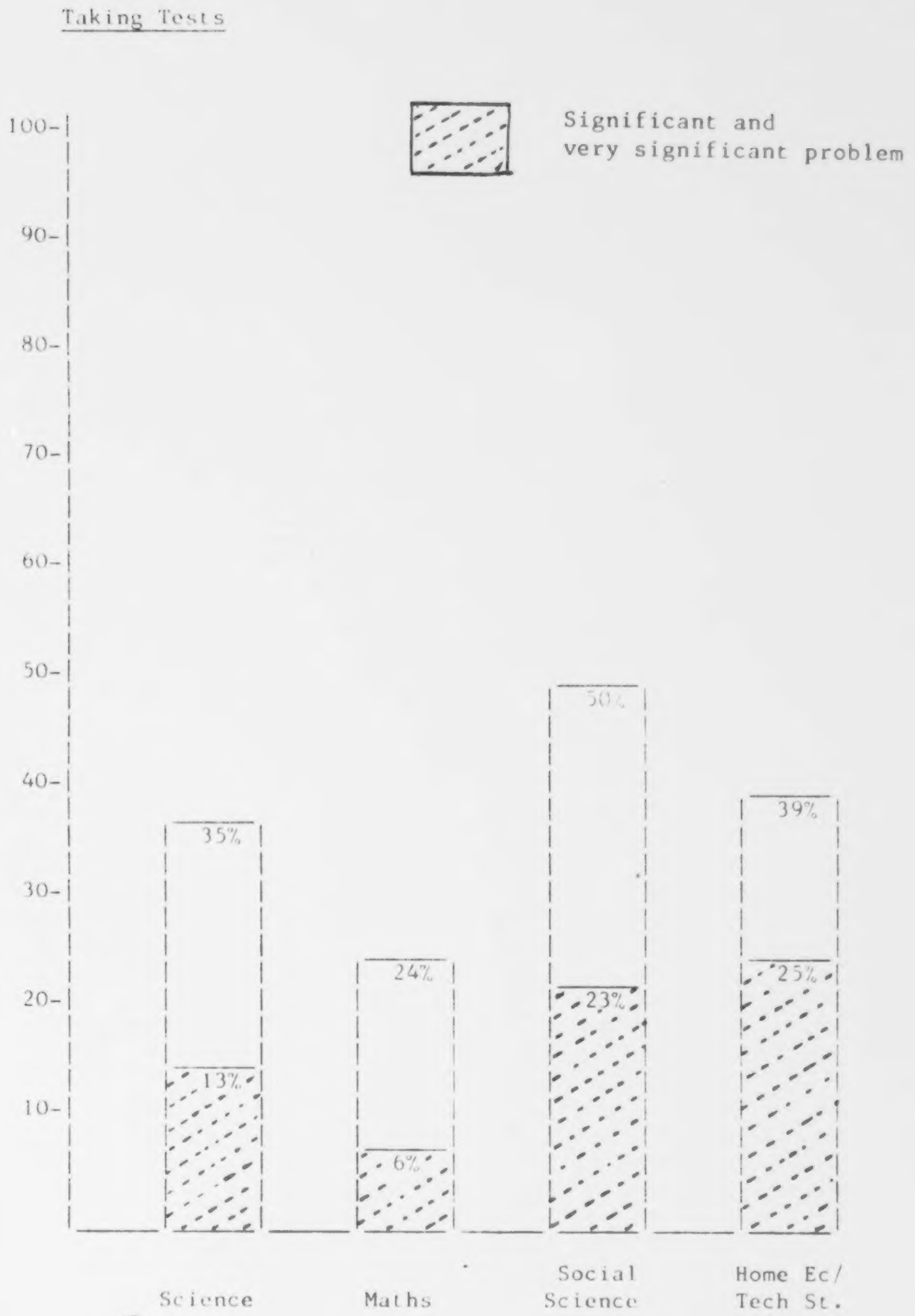
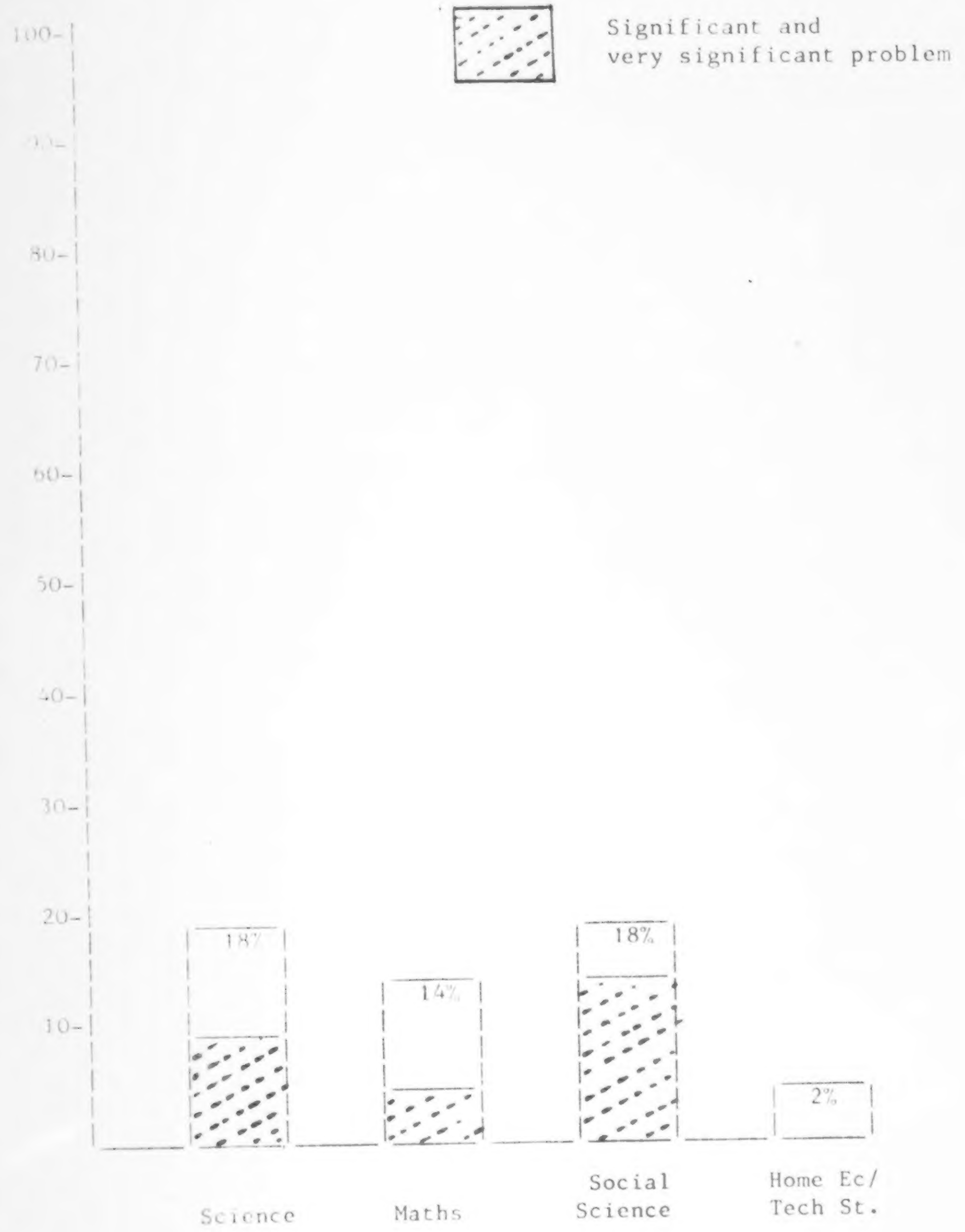
GRAPH NO.14 : TEACHER PERCEPTIONS OF STUDENT PROBLEMS - COMBINED RATINGS OF SLIGHT PROBLEM, SIGNIFICANT PROBLEM AND VERY SIGNIFICANT PROBLEM IN SELECTED SUBJECT AREAS



Other Teacher Perceptions	Science	Maths	Social Science	Home Ec/ Tech St.
	3%	1%	0	9%
	14%	8%	0	9%
	48%	67%	50%	43%

GRAPH NO.15 : TEACHER PERCEPTIONS OF STUDENT PROBLEMS - COMBINED RATINGS OF SLIGHT PROBLEM, SIGNIFICANT PROBLEM AND VERY SIGNIFICANT PROBLEM IN SELECTED SUBJECT AREAS

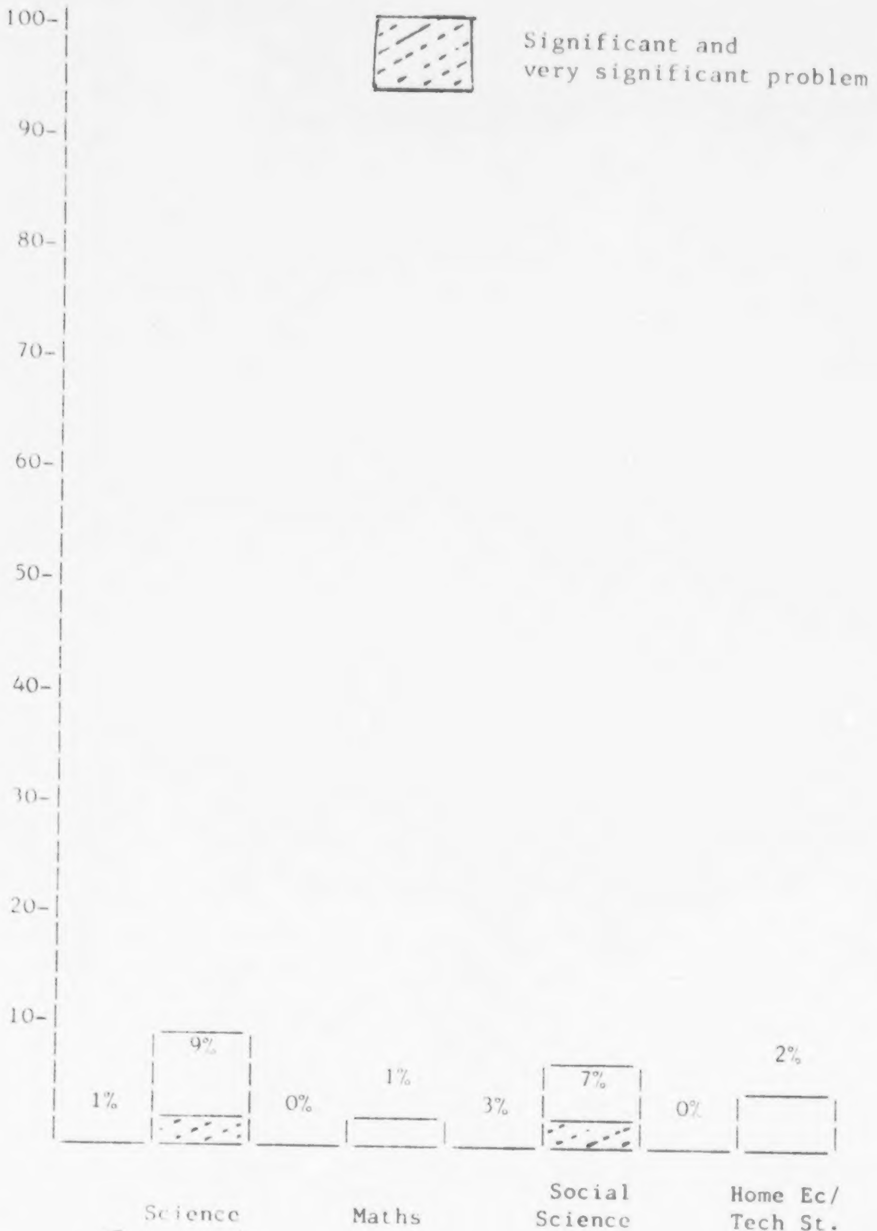
Unrealistic Expectations



Other Teacher Perceptions	Science	Maths	Social Science	Home Ec/ Tech St.
0	3%	6%	4%	20%
A strength	6%	0	0	0
Not a problem	73%	80%	78%	78%

GRAPH NO.16 : TEACHER PERCEPTIONS OF STUDENT PROBLEMS - COMBINED RATINGS OF SLIGHT PROBLEM, SIGNIFICANT PROBLEM AND VERY SIGNIFICANT PROBLEM IN SELECTED SUBJECT AREAS

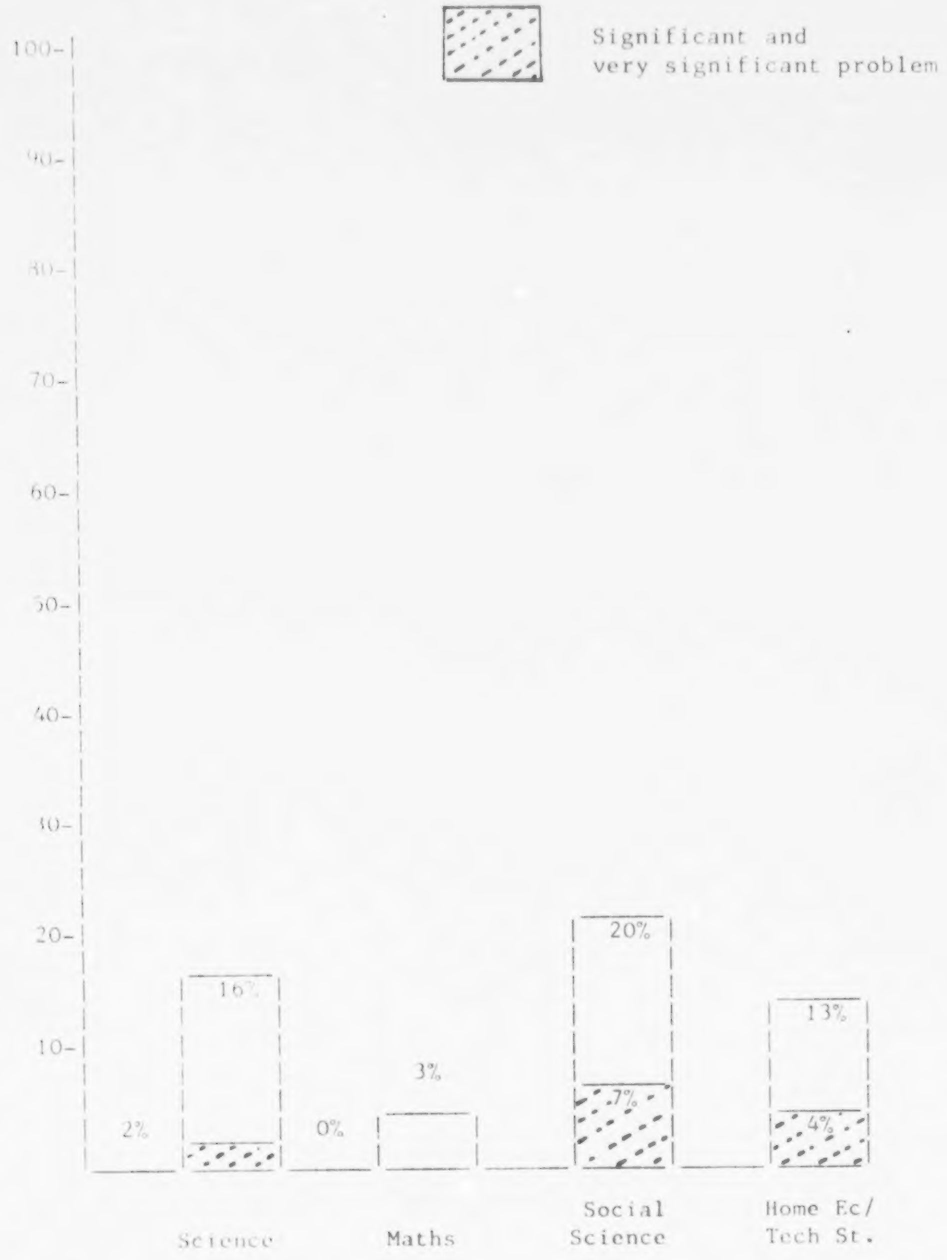
Cheating



	Science	Maths	Social Science	Home Ec/ Tech St.
Other Teacher Perceptions	3%	3%	0	9%
	6%	1%	10%	0
	82%	95%	83%	98%

GRAPH NO.17 : TEACHER PERCEPTIONS OF STUDENT PROBLEMS - COMBINED RATINGS OF SLIGHT PROBLEM, SIGNIFICANT PROBLEM AND VERY SIGNIFICANT PROBLEM IN SELECTED SUBJECT AREAS

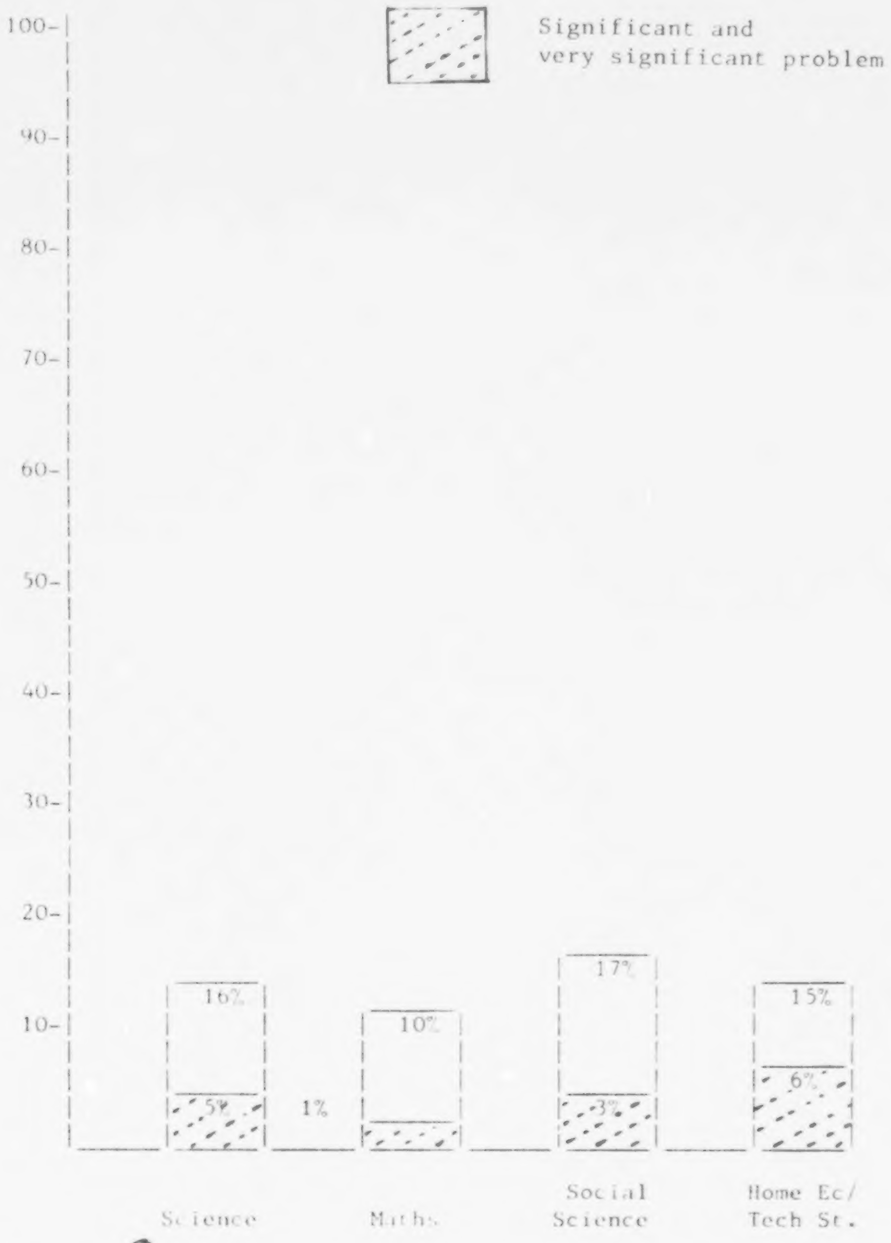
Copying



Other Teacher Perceptions		Science	Maths	Social Science	Home Ec/ Tech St.
	0	5%	3%	0	7%
	A strength	5%	1%	10%	2%
	Not a problem	74%	93%	70%	78%

GRAPH NO.18 : TEACHER PERCEPTIONS OF STUDENT PROBLEMS - COMBINED RATINGS OF SLIGHT PROBLEM, SIGNIFICANT PROBLEM AND VERY SIGNIFICANT PROBLEM IN SELECTED SUBJECT AREAS

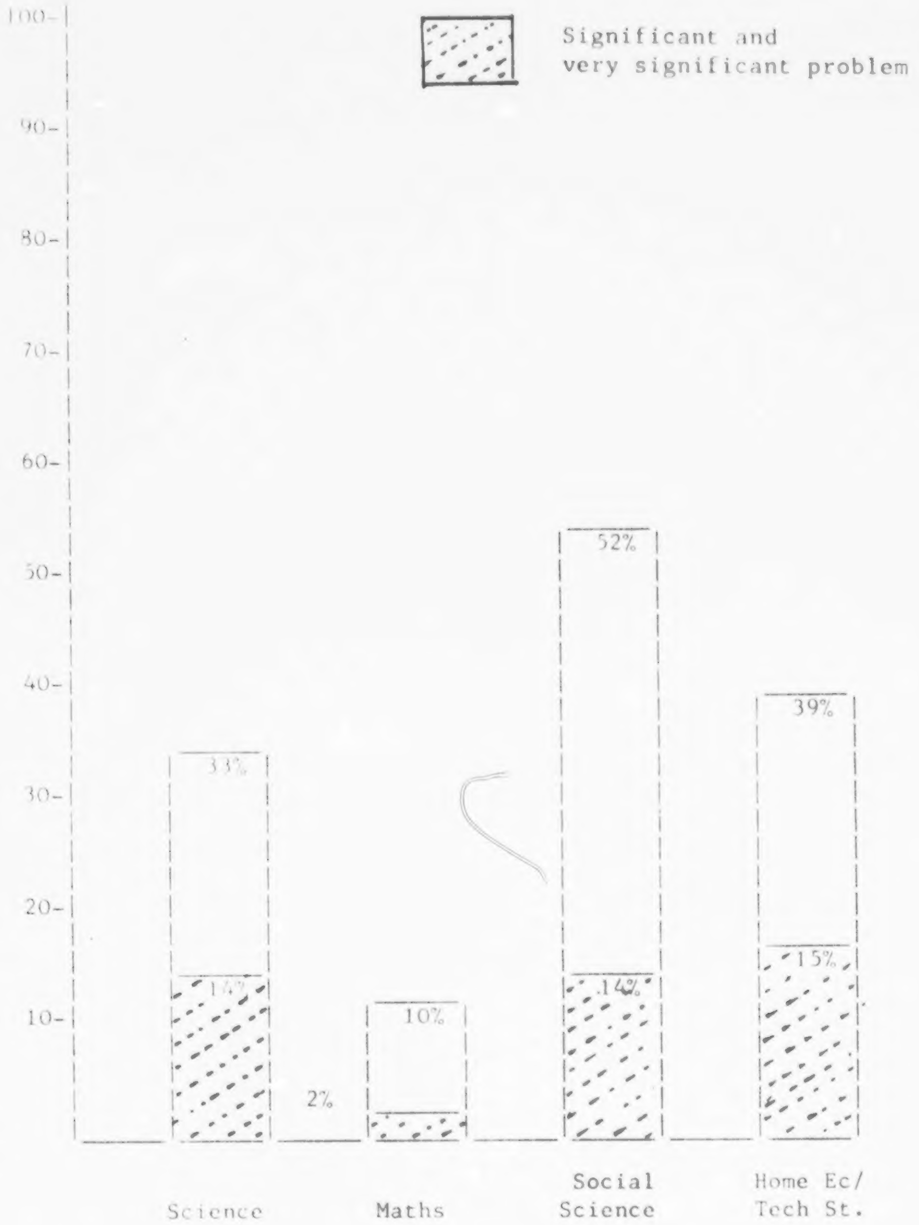
Not working hard enough



	Science	Maths	Social Science	Home Ec/ Tech St.
Other Teacher Perceptions	3%	3%	0	4%
	12%	5%	10%	15%
	69%	82%	73%	66%

GRAPH NO.19 : TEACHER PERCEPTIONS OF STUDENT PROBLEMS - COMBINED RATINGS OF SLIGHT PROBLEM, SIGNIFICANT PROBLEM AND VERY SIGNIFICANT PROBLEM IN SELECTED SUBJECT AREAS

Research Skills



Other Teacher Perceptions		Science	Maths	Social Science	Home Ec/ Tech St.
	0	4%	17%	3%	9%
	A strength	16%	11%	10%	13%
	Not a problem	47%	62%	35%	39%

Teacher responses in the subject areas Science, Maths, Social Sciences and Home Economics/Technical Studies were analysed individually. Numbers in other subject areas (except E.S.L. and First Language) were too small for analysis. (See Section 2.4 below for an analysis of E.S.L. teachers' responses. Because the majority of the problems included in the questionnaire were not as appropriate for students studying their first language, this subject has not been included here.

Teachers' perceived problems in Science, Maths, Social Sciences and Home Economics/Technical Studies generally reflect the overall result.

2.2.1 Science

- Subject Specific Language is perceived as one of the most significant problems for science students, together with Reading and Interpreting, and Writing Essays and Reports.

It is notable that many more students were perceived by science teachers as having significant or very significant problems in Speaking and Pronunciation than students in the other subjects. Science students are also seen as having more significant problems than students in other subjects with Writing Short Concise Answers, Shyness, Mixing with Australian Students, Reading and Interpreting, Subject Specific Language.

2.2.2 Maths

Maths teachers saw fewer problems in all areas for their students than teachers of other subjects. Reading and Interpreting was the major problem for maths students, though for most students it was a slight problem rather than a significant or very significant problem.

Students appeared to be coping with test taking in maths; only 6% of students had significant problems in this area.

Cheating and copying were seen to be virtually non-existent in maths.

2.2.3 Social Sciences

Teachers rated social science students as having more problems than students in other subjects in almost every category.

Reading and Interpreting, and Writing Essays and Reports were the greatest problem areas for social science students, with Subject Specific Language and Subject Specific Background Knowledge following close behind.

In many of the categories more students were rated as having a slight problem than a significant or very significant problem. For example, a large 68% of students were perceived as having a slight problem with Pronunciation, but only 6% are perceived as having a significant or very significant problem with Pronunciation.

From these results it appears that students from non-English speaking backgrounds do in fact experience more difficulty studying social science subjects than studying maths and science subjects.

See MAJOR ISSUES, Part 8.2 for further discussion on subject choice.

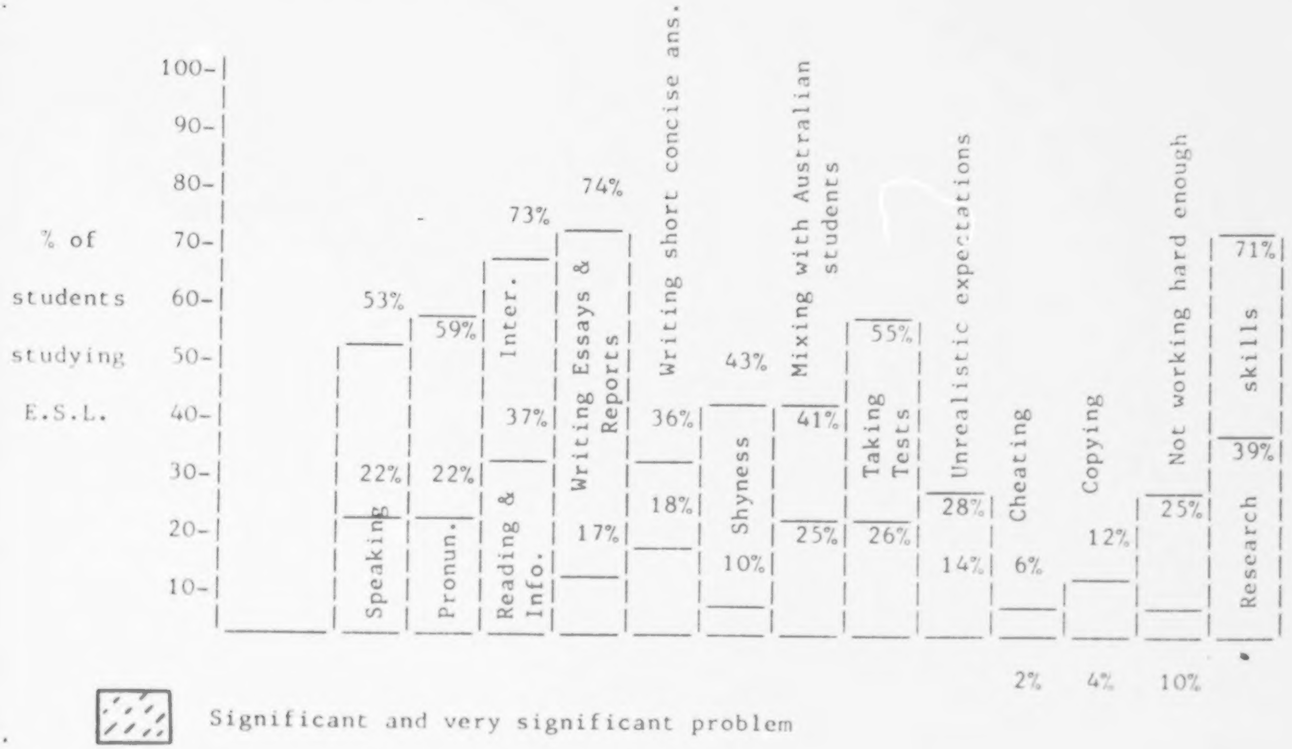
2.2.4 Home Economics/Technical Studies

The greatest problem for Home Economics/Technical Studies students appeared to be Subject Specific Language, although more students were rated as having significant or more significant problems in Writing Essays and Reports than in other categories.

Students were generally perceived by teachers as having fewer problems in Home Economics/Technical Studies subjects than in other subjects, although the results still show that around 15% to 20% of students had significant problems in many categories.

2.3 E.S.L. Teachers' Perceptions of Student Problems

GRAPH NO.20 : E.S.L. TEACHERS' PERCEPTIONS OF STUDENT PROBLEMS



E.S.L. teachers generally rated more students as having significant or more significant problems than other teachers.

Their assessments (see Graph No.6) follow the overall trend (see Graph No.4), although E.S.L. teachers appear to perceive many more problems than other teachers in Writing Essays and Reports and in Research Skills and Taking Tests. Perhaps E.S.L. teachers are worrying unduly about their students, expecting a higher standard in aspects of reading and writing, and especially in research skills than is generally reached by most students in mainstream subjects. It is also possible that the E.S.L. teachers know their students better as they work more closely with them, or that E.S.L. teachers are more likely to recognise problems because of their specialist language background.

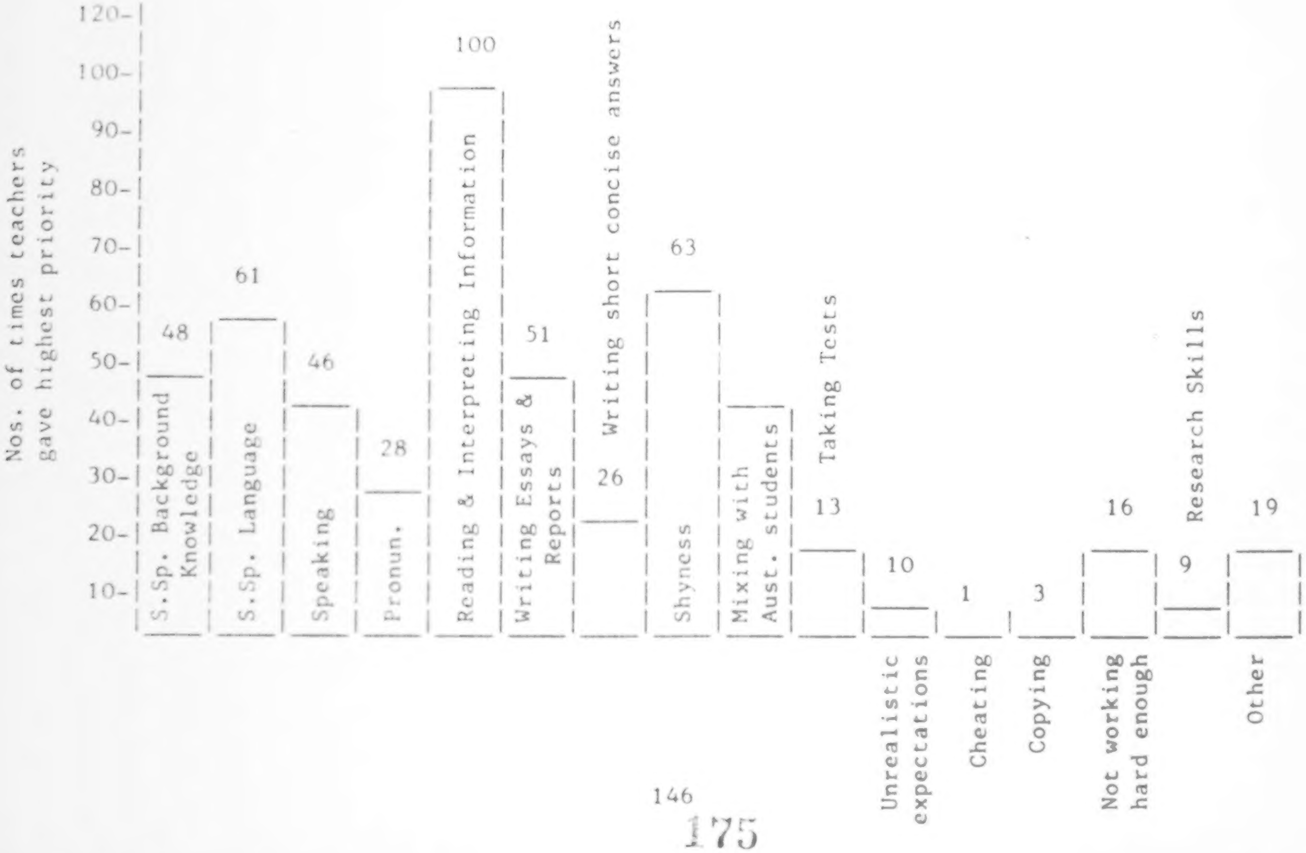
A result which is interesting for the teaching of spoken English to first phase language learners is that E.S.L. teachers have rated 22% of their students as having significant or very significant problems with Speaking and Pronunciation, and 53% and 59% respectively as having slight problems.

See MAJOR ISSUES, Part 10.2 for further discussion on the teaching of speaking and pronunciation.

2.4 Problems given Highest Priority by Subject Teachers

Teachers were asked to indicate the student's two most significant problems. Only 65% of teachers completed this part of the questionnaire. Graph No. 21 shows their responses.

GRAPH NO.21 : PROBLEMS GIVEN HIGHEST PRIORITY BY SUBJECT TEACHERS
(Two chosen by each teacher)

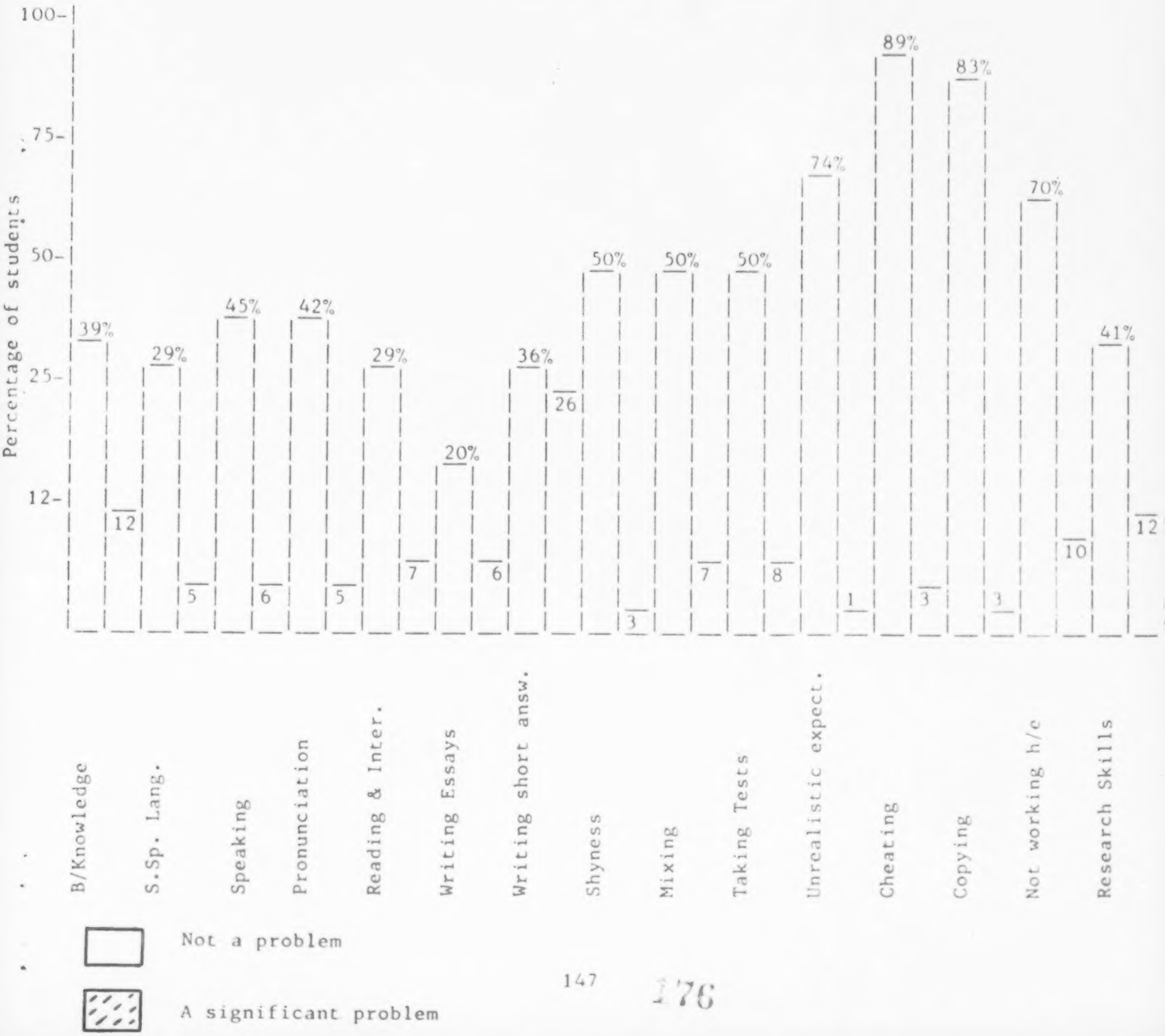


Reading and Interpreting Information appears again as the most pressing problem for students as perceived by their teachers. Shyness rates higher in this part of the questionnaire than elsewhere. Research Skills were rarely mentioned as a most significant problem.

2.5 Teacher Perceptions of Students' Strengths

It would be misleading to allow this detailed analysis of students' problems to stand unqualified. For many of the problems listed on the questionnaire, a majority of teachers marked them as either "not a problem" or as a characteristic which is "a strength" of the student. Graph No.22 show some of the more positive attributes these students bring to the classroom.

GRAPH NO.22 : TEACHER PERCEPTIONS OF AREAS WHICH DID NOT CONSTITUTE A PROBLEM FOR STUDENTS



It must be noted that the focus of the question in the teacher questionnaire was on students' problems, and therefore the information in Graph No.8 does not provide an accurate picture of students' strengths overall. What it does show is that some areas which were thought likely to be problems for students were in many cases perceived not to be problems. In a few cases students were perceived to have strengths in those areas.

The areas most often mentioned as strengths were Writing Short Concise Answers, Background Knowledge, Research Skills and Not Working Hard Enough (i.e. students work very hard). However the percentages of teachers who saw these areas as strengths were very small.

The four areas which stand out as being "not a problem" were Cheating, Copying, Unrealistic Expectations and Not Working Hard Enough. 50% of more teachers also rated Shyness, Mixing with English Speaking Students and Taking Tests as not being problems for the students.

3. COMPARISON OF TEACHER PERCEPTIONS AND STUDENT PERCEPTIONS

3.1 Comparison of Average Student Ratings and Average Teacher Ratings

An average rating was calculated from students' ratings of their progress in individual subjects. (See Appendix A, Question 33).

Teacher ratings for each student were combined and an average rating for each individual student was calculated. (See Appendix A, Question 34 and teacher questionnaire).

The average student ratings and average teacher ratings are compared in Table No.46 and in Graph No.23. It appears that teachers and students differ in their perceptions of student progress in the 'Below Average' and 'Average' categories only. Teachers have placed more students in the 'Below Average' category and fewer in the 'Average' category.

In both student and teacher perceptions, the majority of ratings are average or above average. It would appear that students are generally coping well at high school.

3.2 Comparisons between Teachers' and Students' Perceptions of Problems

The five problems mentioned most frequently by teachers were:

1. Reading and Interpreting Information
2. Subject-Specific Language
3. Writing Essays and Reports
4. Pronunciation
5. Speaking

The five problems mentioned most frequently by students (See Section B, 2.4) were:

1. I know the work but can't understand the question.
2. I can't write English well enough.
3. I have difficulty in class discussions.
4. People often don't understand me because of my pronunciation.
5. I don't have enough background knowledge in some subjects.

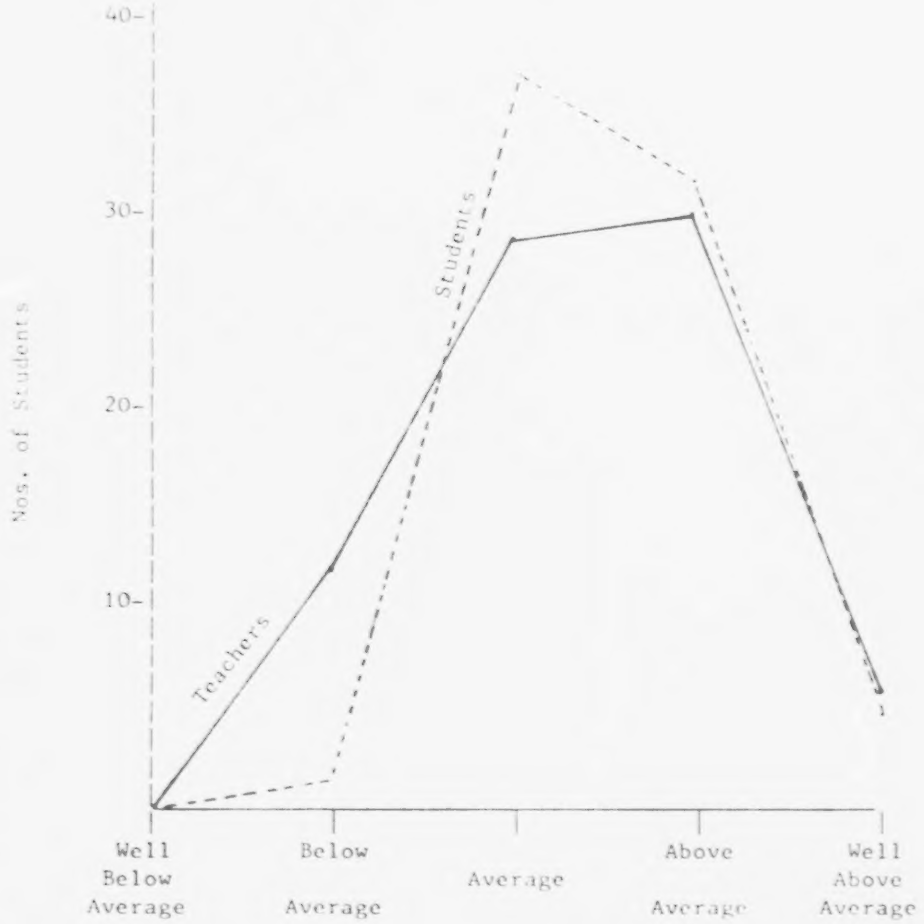
From these two lists and from further comparison of the statistics, it can be seen that there is considerable agreement between teachers' and students' perceptions of student problems. Writing and speaking figure largely in both lists. One interesting difference in perceptions concerns reading. 60.8% of teachers rated reading and interpreting information as a problem for students, whereas only 29% of students selected reading as a difficulty. However, the student response, "I know the work but can't understand the question" does imply some difficulty with reading.

It is also interesting that both students and teachers gave far higher priority to study-related problems than to personal or social problems.

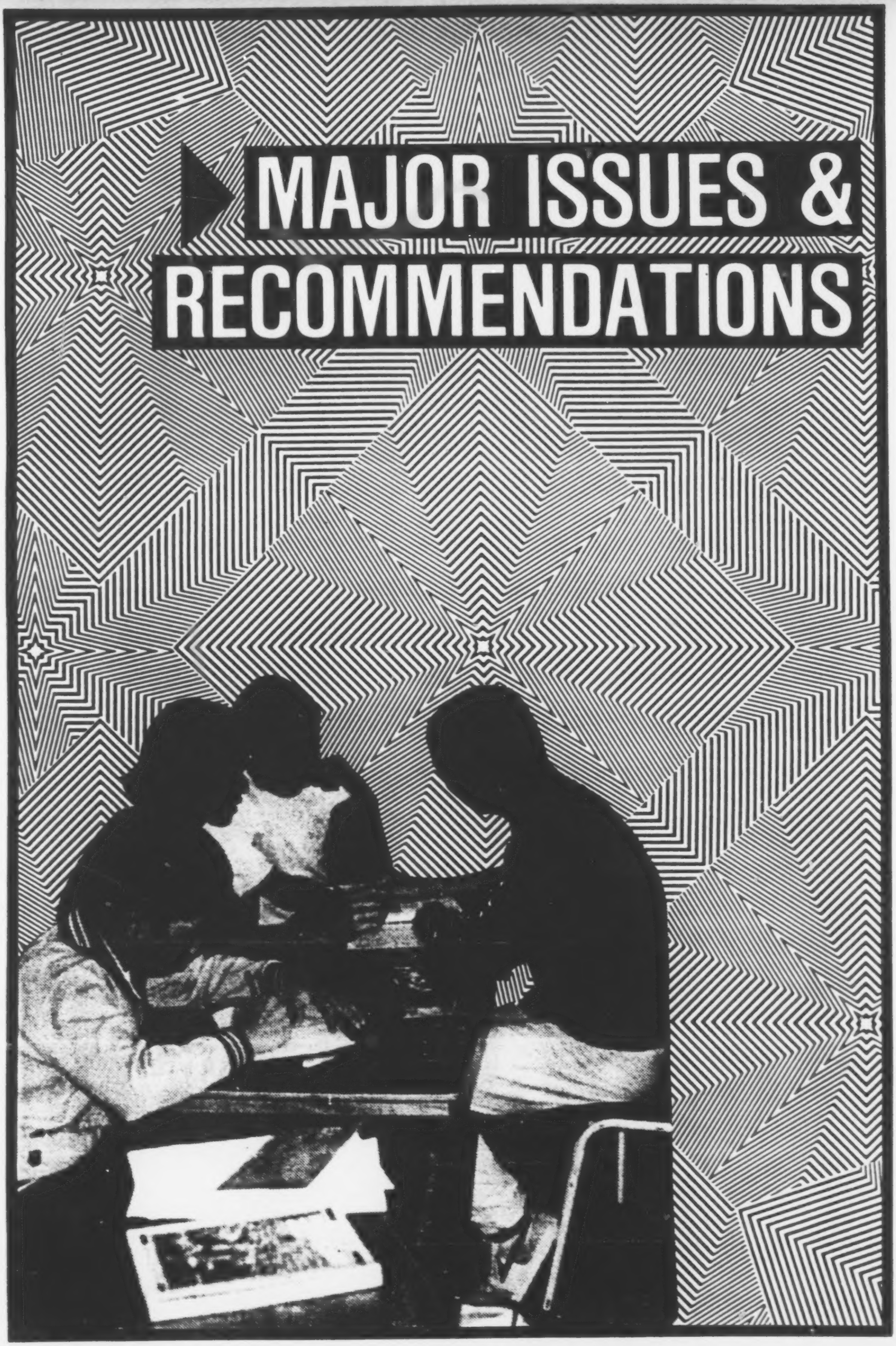
TABLE NO.46 : COMPARISON OF AVERAGE STUDENT RATING AND AVERAGE TEACHER RATING

	WELL BELOW AVERAGE	BELOW AVERAGE	AVERAGE	ABOVE AVERAGE	WELL ABOVE AVERAGE
Students (N=76)	0	2	37	32	5
Teachers (4 not given N=72)	0	12	27	30	3

GRAPH NO.23 : COMPARISON OF AVERAGE STUDENT RATING AND AVERAGE TEACHER RATING



MAJOR ISSUES & RECOMMENDATIONS



MAJOR ISSUES & RECOMMENDATIONS

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MAJOR ISSUES and RECOMMENDATIONS

The foremost aims of this research project were to describe the educational experiences of students after they left the New Arrivals Programme. (See Introduction for focus questions of project). Several common themes arose from the information collected, and these form the basis of the following discussions and recommendations.

1. RETENTION RATE

Since a large 83% of students wished to stay on to Year 12 (see Section B1, 20.1) despite the fact that most were older than the average year level age (some as much as three years older) implications for participation and equity for students from the New Arrivals Programme are evident.

Students indicated that they wanted to stay on at school until Year 12 to improve their all round education, to obtain qualifications, as well as to improve their English (see Section B2, 2).

There were many students who were coping with the demands of study, and who were succeeding (see Section D, 1). However, a significant number of students were struggling to keep up with the academic requirements of their year level. Many of the students who were older were at an age when they felt they should be supporting their family. Their family might be making sacrifices to keep them at school, and the family was possibly setting great store by their success. The students were under pressure to succeed. Some students had dropped out to unemployment, though most continued to try hard to succeed at school.

From teachers' comments, some of the weaker Indo-Chinese students were struggling through school, drifting through courses which were beyond their capabilities, sometimes taking the well-meaning encouragement of teachers to be indications that they were succeeding more than they were, and having inflated expectations for the future. Their English was often inadequate to cope with their study at high school.

The results from the teacher ratings of student progress (see Section D, 1) suggest that the type of student described above is in a relatively small minority. Students who are able to pursue more traditional academic courses with a heavy emphasis on maths and science appear to be relatively successful.

However, the small minority should not be neglected. Often alternative, non-academic courses offered to mainstream students are also not suitable because they often include heavily language based subjects. Certain schools, under the instigation of the E.S.L. teachers, have begun to set up Transition Programmes to cater for the needs of older students who are not capable of coping with Year 12 or matriculation subjects. Transition Programmes provide students with special English support, and preparation for study at T.A.F.E., or for work. E.S.L. teachers in one school were supporting the students in Business Maths and Accounting which were compatible with the students' Transition Programme.

There is a need to build up Transition Programmes, with more provision of time for E.S.L. teachers to counsell students in conjunction with the school counsellor, and for mainstream teachers to work and plan with E.S.L. teachers for the Programme. There is also room for co-ordination between schools who have started their Transition Programme independently.

RECOMMENDATION 1 : That schools develop or adapt non-academically based Transition Programmes suitable for first phase language learners.

2. AGE RELATED ISSUES

Teachers and schools need to be aware of the disparity that sometimes occurs between the official and real ages of students, and also of the sometimes wide variation of ages when compared with average year level ages. The report found that 33% of the students in the sub-sample were three or more years older than the average age for their year level. (See B1, 3 and B2, 1.3).

Although students were willing to fit in with whatever the system could provide for them, there were some older students who experienced great difficulty settling in to full-time study at high school. No students complained about having to study with younger students, but some students expressed discomfort about this, and about the idea of wearing a uniform. High schools may need to adapt some programmes and rules to take into account the age of these students, especially pre-matriculation students, who have no option but to resume study at high school.

The fact that one school rejected the application of enrolment into Year 11 of a Polish student because he was too old (at that time he was 21) whereas another school accepted him, indicates a need for the co-ordination of policy about the provision of education for older students. The first school's rejection disadvantaged the student because the study of Polish was offered at the school. The student had to travel much further to the second school and was not able to study his language there. The student did not complete his matriculation.

Some older students enrolled at T.A.F.E. adult matriculation courses. These courses do not tend to provide the same support students receive in high school, and first phase language learners often found it difficult to cope (see Case Study : "Diba").

One T.A.F.E. college has established an adult matriculation course with E.S.L. support available. This is a positive initiative which should help meet the needs of those students who are ready to commence study for matriculation.

RECOMMENDATION 2 : That T.A.F.E. continues to work towards the provision of adult matriculation courses meeting the special needs of older first phase language learners.

RECOMMENDATION 3 : That high schools adapt programmes and rules to better meet the needs of older first phase language learners.

3. MOVEMENT BETWEEN HIGH SCHOOLS

Many students moved schools because their families moved to a new location, and this is happening more often as families become eligible for State housing and/or home loans. 21 students (23%) moved high school at least once in the two years since they left the New Arrivals Programme. Other reasons given were travelling time, boredom and unfriendliness of students. (See Section B,1, 14).

School counsellors and E.S.L. teachers have been concerned for some time about the number of moves some students make between schools, and particularly about the way that the students make these moves.

Some students have been known to suddenly apply to enrol at a new school without informing their school, and the school counsellor or the E.S.L. teacher(s) have taken some time to find out where the student has gone. Without information being passed on from the original school, the student can be inappropriately placed in the new school, based on what he/she has told the school about his/her past schooling.

Teachers indicated that some students, especially some students from Indo-China, feel that if they move to a new school they will be able to succeed where now they are failing. Some students have been known to deliberately "cover their tracks" by not informing the school they are leaving about where they are going, nor the school in which they are enrolling about the true reason for their move.

It is important that immediate contact is made between schools. Contact needs to be made on the day of application for enrolment in the new school, so that appropriate placement can be made.

RECOMMENDATION 4 : That a "central clearing house" be set up at the Languages & Multicultural Education Centre, where a register is kept of students moving between schools. When a school is aware that a student is about to leave or has left the school, a teacher or counsellor should inform the clearing house immediately. Similarly, a school should telephone the clearing house immediately on receiving an application for enrolment. In this way, immediate contact is established between the two schools.

4. FINANCIAL SUPPORT

Although most students (80%) of those still at school) were supported at school by their family, some students were receiving financial support from the Government. These are set out in Section B1, 10.

As has been documented in Section B1, 8.2, 33% of the students in the sample who were still at school were three years or more over the usual age for their year level. There were students from the sample who were in high school, and who were over the age of compulsion, but were unable to apply for the Secondary Allowance Scheme because they were not in Year 11 or 12.

Students like these have to make a choice from the following options:

(a) to manage, under stress, to continue their study with little financial support;

(b) to work long hours after school in a part-time job;

(c) to leave school to work, usually in unskilled work;

(d) to leave school to collect Unemployment Benefit;

(e) to apply for Unemployment Benefit and then to study at school part-time, if the school will accept this.

Examples of students who had taken up each of these options were found amongst the students in the sub-sample. All of these options either deprive students of full participation in education or place them under considerable stress. Case Details in Sections B1, 16, B2, 10 and B3, 3.3 illustrate this.

Those students who opt to do (e) are under pressure from periodic checks (by phone call to the school, or by letter to the student's home) from the Department of Social Security and from the Commonwealth Employment Service (C.E.S.) concerning their eligibility for Unemployment Benefit. They are also under pressure to attend a job interview if the C.E.S. finds possible employment for them.

Rather than place these students under such pressure, an allowance equivalent to the Unemployment Benefit is needed to assist refugee or immigrant students who are over the age of compulsion so that they can complete their study at school.

RECOMMENDATION 5 : That, to achieve the aims of participation and equity in schools, financial assistance be made available to all refugees or immigrants who are undertaking courses of study at high school and who are over the age of compulsion, regardless of their year level.

5. COUNSELLING

Twenty-eight students, when asked "What do you like about the school?" selected that "there is a teacher who I can talk to about my problems". Only two students (Khmer males) named the student counsellor as a person to whom they went to talk about their problems, and 18 named the E.S.L. teacher(s).

It appears that most students in the sub-sample did not often go to their student counsellors for help with their problems. A reason that E.S.L. teachers are often consulted might be that E.S.L. teachers have more contact with first phase students and are easily available to students during their lessons and during recess and lunch-times. Because of the frequency of contact, E.S.L. teachers build up a background of knowledge about each particular student, their home situation, their particular problems, and their school needs, including subject choice, and study strengths and weaknesses.

Counsellors and E.S.L. teachers have an important role in the counselling of first phase students. The definition of the roles counsellors and E.S.L. teachers can play has been hazy. Recently a conference was organised by P.E.P. to help E.S.L. teachers and school counsellors to define their roles and to assist each other in the counselling of students such as those in the sub-sample. E.S.L. teachers do not have the range of knowledge about after school options that school counsellors have. it is hoped that E.S.L. teachers work with school counsellors wherever possible in assisting the student to choose the best options at school and on leaving school.

This conference also addressed the need for more effective career counselling of students. There is a need for a clear understanding amongst teachers, especially E.S.L. teachers and counsellors, about possible paths students can take other than matriculation and university. This report has found that a large number (53%) are aiming towards tertiary education; many more than would normally be eligible for university entrance. (See Section B1, 20.2 and MAJOR ISSUES, Part 9).

The very low number of students in the sub-sample who approached their school counsellor when needing help, indicates that the valuable skills of the school counsellor are not being directed as they could be towards the needs of the students from New Arrivals Programmes. E.S.L. teachers could do a great deal to "steer" the student in the direction of the counsellor, especially for subject and career choice interviews. The E.S.L. teacher's knowledge of the student's past, and the greater familiarity with the student can be combined with the counsellor's skills to give the best possible counselling advice to the student.

RECOMMENDATION 6 : That student counsellors and E.S.L. teachers work towards improved liaison in order to meet the needs of first phase language learners in schools.

6. BILINGUAL SCHOOL ASSISTANTS

Students in the sub-sample did not give a high rating to the idea of having a bilingual school assistant in the school who can speak their own language. (See Section B2, 1.8). This may be due to the fact that they did not expect such provisions to be made for them. Some students indicated that they would have liked help when they first transferred to high school.

Bilingual assistants are able to provide emotional support and help students to maintain a cultural identity in their transition to high school. Bilingual assistants can also help staff members to learn about the culture and the backgrounds of the students, as well as be available to help students with their study.

Bilingual school assistants are already used extensively in the New Arrivals Programme language and literacy unit centres. Where New Arrivals Programme services are expanding into schools to assist the transition of students from language centres and literacy units, the expansion of the provision of bilingual support alongside this support would seem logical and essential, to assist the students' transition.

Present terms of employment, including hourly paid work (sporadic, for many), and no travel allowances, do not properly recognise the invaluable contribution that Bilingual School Assistants make to the education of newly arrived students.

The support given to students by ancillary staff who are bilingual was valued by some students in the report. (See Section B2, 1.8). Ancillary staff are busy people in a school but their presence and occasional help can be very significant for students who have no other adult in the school from the same ethnic background.

RECOMMENDATION 7 : That the New Arrivals Programme provide bilingual support for students at high schools when N.A.P. students first transfer from language centres and literacy units.

RECOMMENDATION 8 : That the terms of employment of Bilingual School Assistants be reviewed.

RECOMMENDATION 9 : That schools consider employing general ancillary staff who are bilingual if Bilingual School Assistant help is not available.

7. STUDENT-STUDENT AND TEACHER-STUDENT RELATIONSHIPS

When asked what they liked about their school, 64% of students indicated that the teachers in the school were friendly and 41% mentioned that the students in their school were friendly. Only 7 students in the sub-sample indicate that prejudice was a difficulty for them at school; none of these students put prejudice in the top three difficulties they had. (See Section B2, 3.5 and B2, 4.3.4).

The responses of the students show that students in the sub-sample did not perceive prejudice as a comparatively serious problem at school. However this cannot be interpreted as an indication that the schools are free of prejudice. The issue of prejudice is a very complex one. Many of the students in the survey indicated that they had experienced hostile behaviour arising from prejudice ("they call me 'nip'" etc.) but that they were able to cope with it, usually by ignoring it. It is also possible that the students did not recognise negative behaviour they had encountered as being the result of prejudice. They may have been reluctant to discuss the issue with the researchers, perhaps because it was a threatening issue for them.

Despite the low profile the issue of prejudice had in student responses, it would be a mistake for teachers to assume that it was not a problem for students.

8. SUBJECTS AT SCHOOL

8.1 Study of First Language

59% of students were studying their first language at school. The opinions of the students who answered the questionnaire seemed to be divided on the importance of studying their first language at school. (See B2, 1.6 and B2, 3.6).

However the student interviews in the case studies were questioned more closely on their attitudes to the study of their first language. All of these except one expressed a strong desire to maintain (or, in the case of a Kampuchean/Chinese girl, to study for the first time) their first language.

The students who were interviewed raised several problems which they had encountered. Problems realted to time were most frequently mentioned. Often students had to travel to another school, miss other lessons or study after school in order to include their first language in their school programme. Some of those who were studying their first language at ethnic schools also mentioned the extra time required on top of their other studies as a significant problem. (See Section B1, 17 and Case Studies).

The need for E.S.L. students to have a good grasp of their first language is an important issue. Without a thorough grounding in their first language, these students are in danger of never achieving complete competence in either English or their first language, of leaving school with two second languages. The problem is particularly acute for students who come to Australia illiterate or near-illiterate in their first language as a result of disrupted schooling in their country of origin.

The provision of adequate language education to meet the needs of students such as those in this sample is an issue which needs to be addressed at a system level. This issue has been investigated in considerable depth in "Education for a Cultural Democracy", the report of the Task Force to Investigate Multiculturalism and Education, 1984, and the recommendations in this report would, if implemented, go a long way towards meeting the needs expressed by students in this research sample.

8.2 Subject Choice

Results from Sections B2, 6, and D1, show clearly that the first phase learners in the sub-sample tended to choose Maths and Science subjects and avoid Social Science and Humanities subjects. Teacher ratings of these students' progress showed that they were coping well in Maths and Science, generally better than in Social Science/Humanity subjects. (See Table No.D1).

On the surface the dominance of Maths and Science subjects in students' subject choice does not seem problematic. After all, these subjects hold high esteem and value in the Australian education system, and if E.S.L. students are choosing these subjects and succeeding at them, this can hardly be called a problem.

However, the researchers feel that there are important implications arising from subject choice for schools concerned with the full participation of students. In particular this imbalance in subject choice suggests that those first phase learners with an interest in and an ability in Science/Maths areas are more likely to be able to succeed at High School. Those who may have a preference for Social Science/Humanities subject areas are disadvantaged in pursuing their preferences because of the large language base of these subjects.

There are no easy solutions to this problem, but counsellors and teachers need to be aware of the issue and its implications when assisting students with subject choice.

Some high schools offer social science subjects in the junior school that have been adapted to the needs of E.S.L. students. In some cases E.S.L. teachers teach with subject teachers in the junior school, giving extra assistance with English and in general to students who need it. Strategies such as these may help students develop the skills and confidence they need to take up these subjects in senior school, and thus broaden the real choice first phase learners have when selecting subjects.

9. FUTURE ASPIRATIONS

It can be seen from the report that students generally had high hopes for their future, and that tertiary courses such as Engineering, and Medicine, held high esteem in their eyes. (See Section B1, 21.2).

E.S.L. teachers and counsellors in high schools were concerned about what they could see were unrealistic expectations held by some students from Kampuchea and Vietnam. The results in Section B1, 21 support the teachers' concerns in this area. A conference was recently organised by the P.E.P. First Phase Language Learners Management Committee to bring together E.S.L. teachers, counsellors, students and members of the community. One of the major concerns that arose in this conference was the counselling of students for subject and career choice.

Students are often unaware of the possible choices open to them and therefore aim for something they know and value from their (or their parents') past experiences of school - matriculation and then tertiary study. Family expectations are often unrealistic because the families are also not aware of other choices.

For some students there are, in fact, very few options, possibly only a choice between high school and unemployment. In a few cases students who were struggling with high school work looked to T.A.F.E. Vocational Courses as an alternative, but were unsuccessful, probably as a result of their limited English or their limited educational background. (See for example, Case Detail, B3, 5.3). One T.A.F.E. college has introduced a Migrant Education Programme which aims to provide a bridge for such students to other T.A.F.E. courses. This is a valuable model for making T.A.F.E. courses more accessible to first phase language learners.

RECOMMENDATION 10 : That accessible information and advice on study, career and work options continue to be made more available to first phase language learners and their parents.

RECOMMENDATION 11 : That T.A.F.E. colleges expand initiatives to make T.A.F.E. courses a more viable option for first phase language learners.

10. LANGUAGE TEACHING AND USE

10.1 General

To the question "In what way could school help/have helped you more?", 43% of students nominated more English lessons. Students wanted more English lessons above any other help at school. It is probably likely that students from a non-English Speaking Background will perceive a need for more English lessons, however many they receive. However, only 5 (15%) out of the 33 students who came from Europe or the Middle East wanted more English lessons, whereas 32 (55%) of the 58 students from Indo-China felt that they needed more English lessons.

Students from Europe and the Middle East in the sub-sample were generally feeling more confident in their ability to use English than Indo-Chinese students. It would be desirable for Indo-Chinese students to reach a standard of confidence in English already reached by their European counterparts. Achieving this goal must be a priority if Indo-Chinese students are tohave equal opportunities in our schools.

10.2 Speaking/Pronunciation

Speaking and listening were very high on the list of problems of the students who were employed. (See Section B3, 5.1). Participating in class discussions, and Pronunciation were rated as major difficulties by students at school. (See Section B2, 4).

The ability to be understood when trying to communicate to friends and teachers is a basic necessity, and a right which should be given to every student. There were students in the sub-sample who were having grave difficulties with Pronunciation, particularly Indo-Chinese students. That even one student should be having difficulties in being understood because of pronunciation difficulties two years after arriving in Australia should be a source of great concern.

It seems that there is a need for a greater emphasis on conversation skills, oral skills, and pronunciation skills in E.S.L. programmes. Conversations with E.S.L. teachers suggest that they generally would be the first to admit that they need further in-service in the teaching of oral skills including pronunciation, intonation and stress. Were these provided, E.S.L. teachers would be able to pass on these skills to their students more effectively in the time available to them.

RECOMMENDATION 12 : That appropriate in-service be provided for teachers in the teaching of oral skills. Time needs to be made available for some E.S.L. teachers to develop specialist skills in this area, and for them to pass this information on to their colleagues.

10.3 Reading and Writing

Writing English was rated as a major problem by both teachers

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and students. Reading was the student problem most frequently mentioned by teachers, but was perceived by less of a problem by students. (See Section D, 2 and Section B, 4.2). Perhaps students feel they understand their reading better than they actually do.

High school study obviously demands a high level of ability in reading and writing English as well as oral skills discussed above. The results confirm that first phase language learners need continued intensive support in developing their reading and writing skills.

10.4 Language Used in the Classroom

A large 58% of students said "I often know the work but I can't understand what the question is asking", was their greatest difficulty at school. This response topped the list of difficulties given by students.

It is possible that some students believe they full understand their work when in fact they may not have completely grasped significant concepts. However another aspect of this difficulty relates directly to the language used by teacher in their questioning in assignments and in tests, as well as to the language of questions used in textbooks. Students can study for a test thoroughly, but come to the test and be devastated because they cannot understand what the question is asking of them.

Very often questions can be written in a much simpler way without the basic import being changed. The complex language used in questions sometimes appears to be designed to enhance the status of the subject rather than be necessary to meaning.

Subject teachers can be alerted to the fact that the LANGUAGE they use themselves and the LANGUAGE used in their textbooks and prepared material will affect the performance of the first phase language students (and all N.E.S.B. students) in their classes.

In-service is needed to point out to subject teachers particular ways to make questioning, and subject language generally, more simple for first phase language learners and of course for all students.

E.S.L. teachers can provide subject teachers with valuable assistance in this area. They also need to prepare their students for the type of language they are likely to encounter in textbooks, assignments and tests.

RECOMMENDATION 13 : That in-service be provided for subject teachers to increase their awareness of the specific language difficulties of first phase language learners, and to give subject teachers strategies for dealing with these in their subject area.

RECOMMENDATION 14 : That, when selecting basic texts, schools aim to avoid books with unnecessarily complex language.

11. NEW ARRIVALS PROGRAMME

The research project was instigated so that teachers in language centres and literacy units in the New Arrivals Programme, as well as teachers in high schools, would be in a better informed position when trying to meet the needs of the first phase language learners whom they teach.

What do the findings of this research project tell the New Arrivals Programme teachers specifically?

The students are generally coping well at high school. The majority (70.8%) were still at school after two years (See Section A, 7), and their teachers have assessed the overall progress of students in the sub-sample as slightly above average. (See Section D1).

Probably some of the most important feedback for New Arrivals Programme staff lies in the high school teachers' perceptions of the students' problems and strengths. (See Section D2). These problems and strengths were compared to the average student in the year level, and therefore give a realistic indication of the study difficulties students are having in high schools. New Arrivals programme teachers might study these assessments carefully, and may decide to adapt their programmes if appropriate.

Students' answers to the question "What things make it hard for you at school?" might also help New Arrivals Programme teachers to prepare students for their time at high school. (See Section B2, 4).

Oral communication was seen by students at school as high on their list of difficulties at school. (See Section B2, 4.2). Oral communication was also mentioned as a problem for many of the students who were in the workforce. (See Section B3, 5.1). Pronunciation problems were evident in the speech of many students, both at work and still at school, as the students were being interviewed. Language centres and literacy units could assist students by making every effort to ensure good pronunciation habits at the early stages of learning English, and also by placing emphasis on sound oral language skills from the start for these students.

Recommendations relating to career counselling would also relate to language centres and literacy units, especially for older students.

Many students remembered with affection their language centre or literacy unit. (See Section B1, 18). The personal impressions gained by the researchers were that the language centres and literacy units were able to go a long way towards meeting the social and emotional needs of the students when they first arrived in South Australia.

12. ISSUES RELATED TO THE EDUCATION OF GIRLS

It was intended to analyse the results from the sub-sample questionnaire on the basis of sex as well as ethnicity, but unfortunately time constraints made this impossible. The information has been collected, and a further research project could yield valuable comparisons between the experiences of male and female first phase language learners. However a few issues relating to the education of girls did emerge from the information collected and have been discussed briefly in various parts of Sections A and B. These are collected together here as a brief summary.

There seems to have been little difference between the retention rates at school of males and females. However the results of the survey suggest that more boys moved into employment and more girls into non-employment, particularly marriage and child-rearing. Of those in employment, only four were in jobs where they were receiving training, and these were all males. (See Section A, 7).

The documentation of students' future aspirations also yielded some interesting comparisons between males and females. Amongst those students aspiring to tertiary study, there was little sex stereotyping in career choice. The only exception was engineering, which was a popular choice for males, but never chosen by females. Students hoping to enter non-tertiary courses tended to make much more sex-stereotyped choices and those hoping to move straight into employment clearly conformed to traditional sex roles. (See Section B1, 21).

When asked about their future aspirations, only two students chose "stay at home", only one as first priority. Both these responses were by female students from Kampuchea, who were married or about to be married. They both indicated that they wished eventually to return to work. It is evident from the responses to the questionnaire that females from all ethnic groups had study or work rather than only home-making in mind when they considered their future.

APPENDICES

APPENDIX A

PEP FIRST PHASE LANGUAGE LEARNERS PROJECT

QUESTIONNAIRE

Code Number _ _ _ _
1 2 3 4

1. Student Name: ______________________________

2. Country of Origin:

1. Kampuchea
2. Vietnam
3. Poland
4. Czechoslovakia
5.
6.
7.
8.
9.
10.

_ _
5 6

3. Ethnicity:

1. Khmer
2. Vietnamese
3. Kampuchean/Chinese
4. Vietnamese/Chinese
5. Other Chinese
6. European
7. Other

_
7

4. Official Date of Birth: year _ _/ month _ _
8 9 10 11

5. Real Date of Birth: year _ _/ month _ _
12 13 14 15

6. Sex:

1. Male
2. Female

_
16

7. Date of Arrival in Australia: year _ _/ month _ _
17 18 19 20

8. Who do you live with?

1. parent(s) only, or parents & other family
2. brothers or sisters
3. other relatives
4. alone
5. other (Specify ______________ ______________________ 21

9. What were your parents' occupations in your country of origin? (Before 1975 for Indo-Chinese students).

Mother ____________

Father ____________

1. Unskilled/Labourers/peasants fisherman
2. Small Business/Small property owners/Skilled workers
3. Professional/Large Property owners 22

10. How well off was your family compared to other people in your country of origin (Before 1975 for Indo-Chinese students.)

below average — average — above average

(1) (2) (3) 23

11. What level of education did your parents reach?

0. none
1. primary
2. secondary
3. post-secondary 24

12. Socio-economic rating (Average of Q.9,10,11) 25

13. What level of education did you reach before coming to Australia?

1. none 26
2. primary (how many years?)_______ 27
3. secondary (how many years?) _______ 28
4. post-secondary (how many years?)________ 29
5. refugee camp - English (how many years?)_____ 30
6. refugee camp - other (how many years?)______ 31

14. Total length of schooling __________ years [illegible] [illegible]

15. Did you attend a school before you went to a language centre/ literacy unit?

1. No
2. Yes, a primary school
3. Yes, a high school

34

16. Which language centre or literacy unit did you attend?

1. Daws Road
2. The Parks
3. Thebarton
4. Gilles St.
5. Port Adelaide

35

17. Where did you exit to?

1. part-time high school ________________
2. full-time high school ________________
3. primary school (specify) ______________
4. TAFE college (specify course) __________
   ____
5. employment - full-time ________________
6. employment - part-time (specify) ______
   ____
7. non employment ______________________
8. marriage ____________________________
9. other (specify) _______________________

36 37

18. Where are you now?

1. part-time high school ________________
2. full-time high school ________________
3. TAFE college (specify course) __________
   ____
4. employment - full-time ________________
5. employment - part-time (Specify) ______
   ____
6. non employment ______________________
7. marriage ____________________________
8. other (specify) _______________________

38 39

19. What have you done since you left the language centre/literacy unit? Give approximate dates and reasons for any changes.

Place	Date Started	Reasons for Leaving (if applicable)	Code Nos.
a. ______	______	______	
		______	
b. ______	______	______	
		______	
c. ______	______	______	
		______	
d. ______	______	______	
		______	
e. ______	______	______	
		______	
f. ______	______	______	
		______	

(Code for categorising reasons given)
1. Family moved house
2. Too far to travel
3. Couldn't do course I wanted to
4. Didn't like the school
5. Too hard
6. I needed to earn money
7. Nobody who could speak my language
8. Not enough chance to meet English speakers
9. My parents wanted me to change
10. People were too unfriendly
11. What I was studying wasn't useful
12. Couldn't study my own language
13. Job ended
14. Was sacked
15. Got a more interesting job
16. Got a better paid job
17. Couldn't manage the job
18. Decided to study
19. Got married
20. Other

20. Total number of changes of high school ______________

40

21. Total number of changes ________________ 41

22. Would you have liked to do different subjects if you knew more English?

Yes

No

42

If yes, which ones?

________________ 43 44

________________ 45 46

________________ 47 48

23. List any subjects you have given up at high school, which subject, if any, you took up instead, and your reasons.

Subject	Replacement Subject	Reasons			
________	________	________	49	50	51
________	________	________	52	53	54
________	________	________	55	56	57
________	________	________	58	59	60
________	________	________	61	62	63
________	________	________	64	65	66

(Code for categorising subjects)
1. Own Language
2. Other language
3. English
4. E.S.L.
5. Science
6. Maths
7. Social Sciences
8. Art/Craft
9. Home Ec. /Tech. St.
10. P.E.
11. Performing Arts
12. Other

(Code for categorising reasons given)
1. English was too hard
2. Subject was too hard
3. I didn't like the subject
4. I didn't like the way the teacher taught
5. I wanted to do a new subject
6. Other (specify) ________________

____

2. In what ways could school help/have helped you more?
(You may tick more than one of these. Then mark the most important **two** with "No.1" and "No.2".)

1. more English lessons (What kind?) ____________
____ 67
2. provided different subjects (Which ones?) _____
____
____ 68
3. student allowance 69
4. studying with students my own age 70
5. less time spent on unimportant subjects
(Which ones?) ______________________________
____
____ 71
6. more help from teachers about school problems 72
7. studying my own language 73
8. studying in my own language 74
9. help from an adult who could speak my own language 75
10. help from someone at school with personal/home problems 76
11. being able to study part-time 77
12. homework classes after school or at lunchtime 78
13. holiday school programmes 79
14. other (Specify) ____________________________
____ 80

25. What do you want to do in the next 5 years? (You may tick more than one of these. Then mark most important one with a "No.1".)

1. complete high school to Year 10 ___ 81
2. complete high school to Year 11 ___ 82
3. complete high school to Year 12 ___ 83
4. begin tertiary study (specify) ____________________
____________________ ___ 84
5. begin other study or training (specify) ____________________
____________________ ___ 85
6. get a job (specify) ____________________
____________________ ___ 86
7. keep the job I have now. ___ 87
8. help support my family ___ 88
9. get married ___ 89
10. buy a car ___ 90
11. sponsor relatives to Australia ___ 91
12. stay at home ____________________ ___ 92
13. ____________________ ___ 93

26. How are you supported?

1. by my family
2. by working part-time
3. by working full-time
4. Secondary Education Allowance
5. Adult Secondary Education Allowance
6. Unemployment Benefit
7. Double Orphans Allowance
8. other (specify) ____________________
____________________ ___ 94 ___ 95 ___ 96

HIGH SCHOOL STUDENTS ONLY

27. What year level are you at in 1985?

1. year 8
2. year 9
3. year 10
4. year 11
5. year 12 100

28. If you are over 15, why have you decided to stay at school? (You may tick more than one of these. Then mark the two most important ones with "No.1" and "No.2".)

1. to learn English 101
2. to get qualifications/prerequisites for study or job training 102
3. to be a better educated person 103
4. because my family want me to 104
5. because it's important to have finished high school 105
6. to get to know people 106
7. can't get a job unless I finish school 107
8. to learn how to cope with living in the Australian system 108
9. other (specify) ______________________________

______________________________ 109

29. Are you happy at this school?

Not happy (1) — Just OK (2) — Very happy (3)

110

30. What do you like about the school? (you may tick more than one of these. Then mark most important one with a "No.1".)

1. there is a teacher I can talk to about my problems. (Which?) ______________________ ______________________(eg. counsellor/ESL) 111
2. the ESL teacher helps me with English 112
3. the ESL teacher helps me with my subjects 113
4. there are lots of students who speak my language 114
5. the teachers are friendly 115
6. the students are friendly 116
7. I can study my own language 117
8. There's a good choice of subjects 118
9. there is an ESL room I can go to 119
10. it's close to my home 120
11. other (specify) ______________________ ______________________ 121

31. Are there things that make it hard for you to do well at school?

1. yes
2. no 122

If yes, what? (you may tick more than one of these. Then mark the three most important with "No.1", "No.2", "No.3".

1. I don't like the way Australian teachers teach 123
2. the work is too hard 124
3. it's hard to get help from subject teachers 125
4. I don't understand subject teachers 126
5. it's hard to get help from ESL teachers 127
6. I don't understand ESL teachers 128
7. the classroom is too noisy 129

(continued)

8. I can't study the subjects I want to ___ 130

9. a lot of what I study I don't think is useful ___ 131

10. I'm much older than the other students in my class ___ 132

11. there's no adult at school I can talk to about school problems in my own language ___ 133

12. I find it hard to talk in class discussions ___ 134

13. I can't read well enough ___ 135

14. I often know the work but I can't understand what the question is asking ___ 136

15. I can't write English well enough ___ 137

16. I can't find information in books ___ 138

17. I don't have enough background knowledge in some subjects. (Which ones?) ________________

________________________________ ___ 139

18. People often don't understand me because of my pronunciation ___ 140

19. I'm too embarrassed to talk to teachers and students ___ 141

20. I often feel tired ___ 142

21. I worry a lot ___ 143

22. I need to earn money to support myself ___ 144

23. my family needs me to earn money ___ 145

24. I have to help a lot at home ___ 146

25. I can't find anywhere quiet to work at home ___ 147

26. I can't get help with my work at home ___ 148

27. I don't have time to study at home ___ 149

28. people at home don't agree with what I learn at school ___ 150

29. I don't have many friends at school ___ 151

(continued)

30. I have trouble at school because of prejudice 152

31. other students don't like me if I do well 153

32. other (specify) ______________________________

______________________________ 154

32. List the subjects you are doing now, and rate how well you think you are coping compared to an average student in your year level.

Subject	Rating							
	Well below average	Below average	Average	Above average	Well above average	Subject		Rat
________	(1)	(2)	(3)	(4)	(5)	155	156	15
________	(1)	(2)	(3)	(4)	(5)	158	159	16
________	(1)	(2)	(3)	(4)	(5)	161	162	16
________	(1)	(2)	(3)	(4)	(5)	164	165	16
________	(1)	(2)	(3)	(4)	(5)	167	168	16
________	(1)	(2)	(3)	(4)	(5)	170	171	17
________	(1)	(2)	(3)	(4)	(5)	173	174	17
________	(1)	(2)	(3)	(4)	(5)	176	177	178
________	(1)	(2)	(3)	(4)	(5)	179	180	18
________	(1)	(2)	(3)	(4)	(5)	182	183	18

33. Average rating (all subjects) ______________________ 185

Subject teachers' ratings of how well student is coping compared to average student in that year level.

						Subject		Rat
________	(1)	(2)	(3)	(4)	(5)	186	187	18
________	(1)	(2)	(3)	(4)	(5)	189	190	19
________	(1)	(2)	(3)	(4)	(5)	192	193	19
________	(1)	(2)	(3)	(4)	(5)	195	196	19
________	(1)	(2)	(3)	(4)	(5)	198	199	20
________	(1)	(2)	(3)	(4)	(5)	201	202	20

______ (1) (2) (3) (4) (5) 204 205 206

______ (1) (2) (3) (4) (5) 207 208 209

______ (1) (2) (3) (4) (5) 210 211 212

______ (1) (2) (3) (4) (5) 213 214 215

34. Average rating (all subjects) ______ 216

35. How many hours per week do you spend on

1. travelling to and from school ___hours 217 218
2. doing housework ___hours 219 220
3. part-time job ___hours 221 222
4. ethnic school ___hours 223 224
5. TOTAL ___hours 225 226

36. How often has your parent/guardian visited the school to talk to teachers?

1. never
2. once
3. several times
4. many times 227

THOSE IN EMPLOYMENT ONLY

37. How did you get the job you have now?

1. through work experience at school
2. answering an advertisement in the paper
3. applying for work at the workplace
4. through friends or relatives
5. through C.E.S.
6. other (specify) ______________________________

______________________________________ 230

38. How many hours a week do you work?

1. less than 10
2. 10 - 20
3. 20 - 40
4. more than 40 231

39. Are you employed on a permanent or casual basis?

1. permanent
2. casual 232

40. What kind of employment do you have? ______________________ 233

41. Are there things that you find difficult about working?

1. Yes
2. No 234

If yes, what (you may tick more than one of these. Then mark the most important with a "No.1".)

1. getting to know people at work 235
2. understanding instructions 236
3. understanding banking and handling money 237
4. applying for jobs 238
5. knowing my rights as a worker 239

(continued)

6. talking to my boss or other people at work about problems I'm having at work 240

7. people often don't understand me when I speak English 241

8. finding jobs to apply for 242

9. other (specify) ______________________________
______________________________ 243

42. Are you getting any training in this job?

1. yes

2. no

What kind of training? ______________________________
____
______________________________ 244

THOSE NOT EMPLOYED ONLY

43. What sort of things do you spend a lot of time doing? (You may tick more than one of these. Then mark the one you do most with a "No.1".)

1. watching TV or videos 247
2. housework 248
3. minding children for your family 249
4. going out looking for jobs 250
5. visiting friends 251
6. other (specify) ______________________________
______________________________ 252

44. In what ways did you benefit from going to school in Australia? (You may tick more than one of these. Then mark the most important one with a "No.1".)

1. not at all 253
2. I learned some English 254
3. I improved my general education 255
4. I got qualifications or prerequisites for study 256
5. I got qualifications or prerequisites for job training 257
6. I made friends 258
7. I learned skills which I use now (specify) ______________________________
______________________________ 259
______________________________ 260
8. I learned about living in Australia 261
9. other (specify) ______________________________
______________________________ 262

45. Would you like to comment in more detail on why you left school, and how you feel about this decision now?

____

____

____

46. What kind of things would you like to learn now if you had a chance? ________________________________

____

____

47. Are there some things now that make your life in Australia difficult?

1. yes
2. no

263

If yes, what are they?

1. I have trouble getting information about jobs 264
2. applying for jobs 265
3. people often don't understand me when I speak English 266
4. I hardly ever meet Australian people 267
5. I don't know how to travel around Adelaide 268
6. I often feel lonely 269
7. I can't find out what there is to do in Adelaide 270
8. other ________________________________

________________________________ 271

THOSE STUDYING AT TAFE OR TERTIARY LEVEL

48. Are you studying full-time or part-time?

    1. full-time
    2. part-time

274

49. Are there things that make it hard for you to do well at your studies?

    1. yes
    2. no

275

If yes, what? (You may tick more than one of these. Then mark the three most important ones, "No.1", "No.2", "No.3".)

1. I don't like the way Australian teachers/lecturers teach 276
2. the work is hard 277
3. it's hard to get help form teachers/lecturers 278
4. I don't understand teachers/lecturers 279
5. I can't study the subjects I want to 280
6. a lot of what I study I don't think is useful 281
7. I find it hard to talk in class/tutorial discussions 282
8. I study slowly and it's hard to keep up 283
9. I don't know how to write essays 284
10. I don't know how to sit for exams 285
11. I have trouble finding information in the library 286
12. I don't have enough background knowledge in some subjects 287
13. people often don't understand me because of my pronunciation 288

(continued)

14. I often feel tired 289

15. I worry a lot 290

16. I need to earn money to support myself 291

17. my family needs me to earn money 292

18. I have to help a lot at home 293

19. I can't find anywhere quiet to work at home 294

20. I don't have time to study at home 295

21. I don't have many friends where I study 296

22. people at home don't agree with what I'm studying 297

23. I have trouble where I study because of prejudice (specify) ______________________ 298

24. other (specify) __________________________

____ 299

50. Rate how well you think you are coping compared to an average student doing your course?

Well below average	Below average	Average	Above average	Well above average
(1)	(2)	(3)	(4)	(5)

300

P.E.P. FIRST PHASE LANGUAGE LEARNERS PROJECT

TEACHER QUESTIONNAIRE

Name of Student ______________________________

Subject ______________________ Year Level ______________

1. How would you rate this student when comparing his/her performance with all students in they year level.

Well below average	Below average	Average	Above average	Well above average
(1)	(2)	(3)	(4)	(5)

2. As far as this student is concerned, how would you rate the following as problems for the student when learning your subject. Please compare student with all students in the year level.

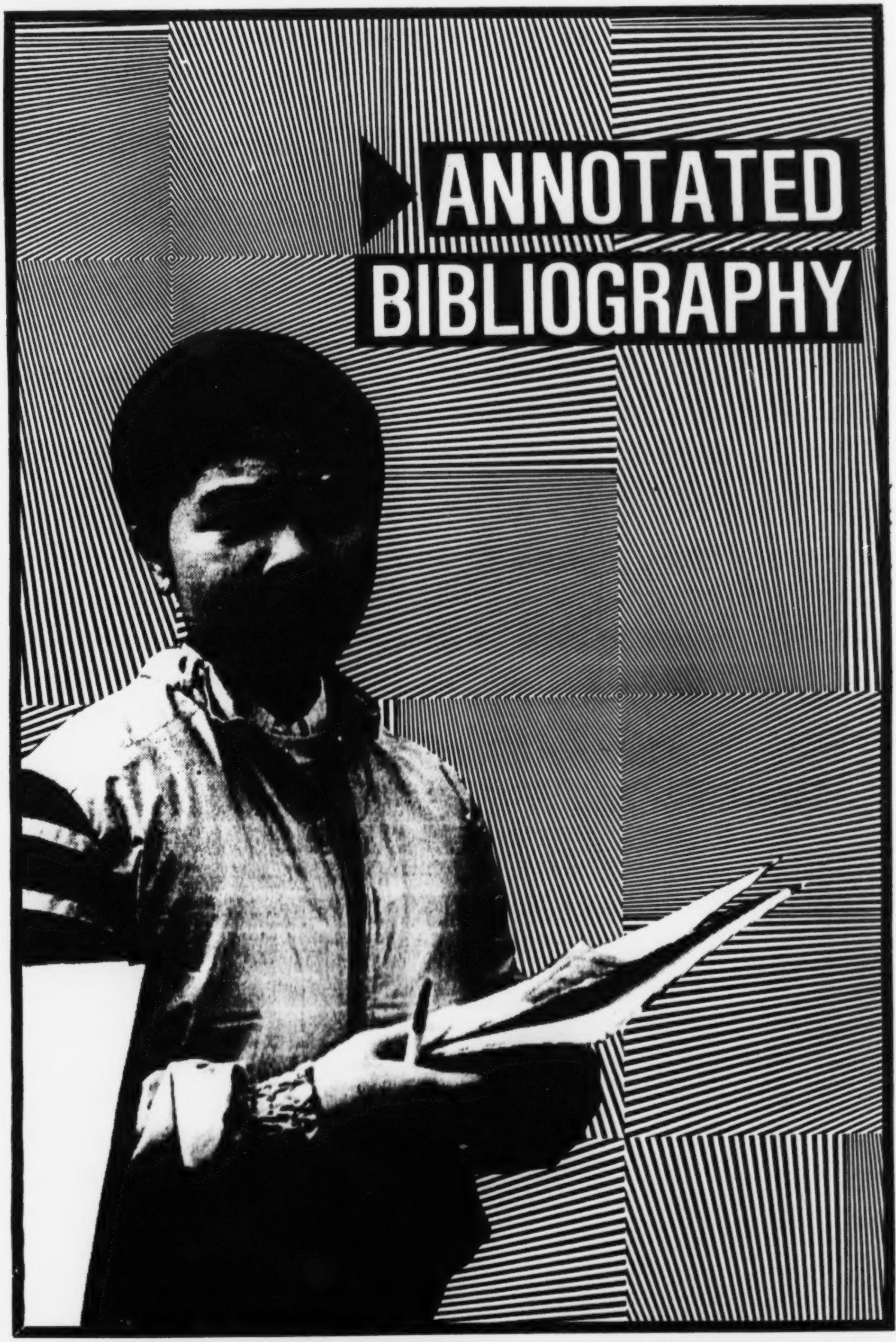
			A strength	Not a problem	A slight problem	A significant problem	A very significant problem	Don't know
303	(1)	Subject-specific background knowledge	☐	☐	☐	☐	☐	☐
304	(2)	Subject-specific language	☐	☐	☐	☐	☐	☐
305	(3)	Speaking	☐	☐	☐	☐	☐	☐
306	(4)	Pronunciation	☐	☐	☐	☐	☐	☐
307	(5)	Reading and interpreting information	☐	☐	☐	☐	☐	☐
308	(6)	Writing essays & reports	☐	☐	☐	☐	☐	☐
309	(7)	Writing short concise answers	☐	☐	☐	☐	☐	☐
310	(8)	Shyness	☐	☐	☐	☐	☐	☐
311	(9)	Mixing with Aust. students	☐	☐	☐	☐	☐	☐
312	(10)	Taking tests	☐	☐	☐	☐	☐	☐
313	(11)	Unrealistic expectations	☐	☐	☐	☐	☐	☐
314	(12)	Cheating	☐	☐	☐	☐	☐	☐
315	(13)	Copying	☐	☐	☐	☐	☐	☐
316	(14)	Not working hard enough	☐	☐	☐	☐	☐	☐
317	(15)	Research skills	☐	☐	☐	☐	☐	☐
318	(16)	Other (Please specify) ________	☐	☐	☐	☐	☐	☐

3. Please put an asterisk next to the TWO areas/skills you would consider to be the most significant problems for the student.

Thank You

319 320

ANNOTATED BIBLIOGRAPHY



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- how well immigrant groups perform in education and in vocational attainment.

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